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*Reading Instruction; *Reading Skills: Study Skills:

Vocabulary Skills

IDENTIFIERS *SPPED

ABSTRACT

To be used in the development of reading curricula in the local school setting, this list of generic objectives is part of a set produced by the System for Pupil Program Evaluation and Development (SPPED) which includes criterion objectives and content lists for the specification of generic objectives. In addition to the objectives, this publication contains three related items: an outline of the skill category structure for the objectives, a set of charts to be used as a starting point for the selection of objectives, and a blank page of formats for objectives written by the user. The objectives are divided into multisensory readiness skills, decoding skills, vocabulary skills, comprehension skills, location and study skills, and reading in content areas. (HOD)



READING

SPPED

RESOURCE 5000

GENERIC OBJECTIVES

FOR THE

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF

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BANK OF OBJECTIVES. ITEMS, AND RESOURCES
IN READING

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April 1, 1973

Evaluation and Development



FOREWORD

The generic objectives for the SPPED Bank of Items and Resources in Reading were developed by S. Alan Cohen under a contract with Random House Educational Systems Division. Mr. Cohen's chief assistant on the project was John Bednarik.

The objectives were derived from two sources: The first was <u>SOBE-R</u>, a System for Objectives-Based Evaluation in Reading developed at the Center for Evaluation, UCLA, under the direction of Rodney W. Skager; and the second was the <u>Catalogue of Instructional Objectives and Prescriptions for Reading</u> written by S. Alan Cohen and Anne Marie Mueser and published by Random House.

The editing and review of the objectives in the State Education Department was the responsibility of Ruth Salter, associate in education research, and Frances Morris, associate in reading education. They were assisted by Martha Zakis, assistant in education research; Guy Spath, associate in education research; and Carole Baumes and Paulette Hill, editorial consultants.

The entire reading objectives project, of which this collection of generic objectives is one component, is the result of the cooperative planning of Robert P. O'Reilly, chief of the Bureau of School and Cultural Research, and Jane Algozzine, chief of the Bureau of Reading Education in the State Education Department.



USER INFORMATION

SPPED Resource 5000 puts into the hands of school personnel a tool to be used in the development of reading curriculums in the local school setting. This tool—Generic Objectives for the Bank of Objectives, Items, and Resources—is one of a set of tools which includes criterion objectives, SPPED Resource 5001, and content lists for the specification of generic objectives, SPPED Resource 5002.

The nature and purpose of the generic objectives and the other reading resources, along with procedures for their use, are described in detail in the Training Manual for the Bank of Objectives, Items and Resources in Reading. The present publication contains only the generic objectives and three related items: (1) An outline of the skill category structure for the objectives, (2) a set of charts to be used as a starting point for the selection of objectives, and (3) a blank page of formats for objectives written by the user.

These materials have been left unbound so that any portion of them — the objectives, the category outline, the selection charts, or the format page—may be easily reproduced in the quantity needed by the user. Furthermore, the pages of objectives have been designed so that they may be put into file folders or ring binders. They may also be cut up so that individual objectives may be pasted on cards for filing. Different ways of duplicating and arranging the objectives will be appropriate at different stages of their use. Decisions about the physical handling of the material will best be made after the user has reviewed the Training Manual.

The diagram on the following page illustrates the format of the generic objective as it appears in this bank.



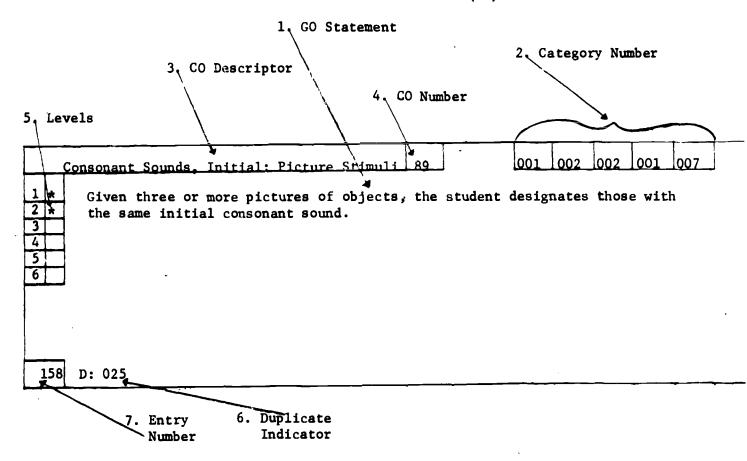
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FORMAT OF THE GENERIC OBJECTIVE (GO)



- 1. GO Statement: This the generic objective.
- 2. Category Number: This number shows the major skill category and subcategories to which the objective belongs. The final digit (exclusive of zero place holders) identifies the objective as a unique entry within the class. See Skill Category Structure and Classification Codes for Reading Objectives pp. v-xiii.
- 3. <u>CO Descriptor:</u> This brief phrase indicates the content of of CO (criterion objective) with which the GO is associated.
- 4. <u>CO Number</u>: This is the number of the criterion objective with which this GO is associated.
- 5. <u>Levels:</u> The asterisks indicate developmental levels at which the GO might be appropriate.
- 6. <u>Duplicate Indicator</u>: This item occurs only on GO's that appear two or more times in the bank. Such GO's are associated with two or more criterion objectives; the numbers cited are for the alternate CO's.
- 7. Entry Number: This is an alternate way of identifying an objective. The numbers run from 1 to 1829.



SKILL CATEGORY STRUCTURE AND CODES FOR READING OBJECTIVES

I.	MUI	TISE	ENSORY READINESS SKILLS	001
	Α.	Aud	ditory Skills	001 001
		1.	Acquire Auditory Discrimination	001 001 001
			Differentiate likenesses and differences in sounds	001 001 001 001
			Identify common environmental sounds Differentiate directions and sources of	001 001 001 002
		•	sounds	001 001 001 003*
			Distinguish among sound characteristics	001 001 001 004
			Specify the number of syllables in words	001 001 001 005
		2.	Expand Auditory Memory	001 001 002
			Listen for a series	001 001 002 001
			Recall and follow directions	001 001 002 002
			Listen for specific details	001 001 002 003
		3.	Reproduce Auditory Stimuli	001 001 003
			Imitate sounds	001 001 003 001
			Repeat oral selections	001 001 003 002
			Repeat variations in pitch, stress, and juncture	001 001 003 003
		4.	Acquire Listening Comprehension	001 001 004
			Listen for main ideas	001 001 004 001
			Listen for details	001 001 004 002
			Identify sequence	001 001 004 003
			Interpret descriptive language	001 001 004 004
			Identify relationships	001 001 004 003
			Recognize emotions	001 001 004 006
	В.	<u>Ora</u>	al Language	001 002
		1.	Acquire Oral Language Skills in Semantics	001 002 001
			Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his	
			community and environment.	001 002 001 001

^{*}There are no Generic Objectives in this category.

Acquire Oral Language Skills in Semantics (cont'd.)

	Interpret, classify, and relate objects,				
	pictures, and spoken words	001	002	001	002
	Utilize vocabulary appropriate to needs				
	and emotions		002		
	Interpret dember concepts		002		
	Compare diverse situations	001	002	001	005
	Establish and describe sequences of				
	events	001	002	001	006
	Determine cause and effect and predict				
	outcome		002		
	Use new words		002		
	Relate and interpret experiences	001	002	001	009
2.	Acquire Aural-Oral Language Skills in				
	Phonology	001	002	002	
	The state of the s				
	Identify, compare, and reproduce beginning				
	consonant sounds (single, blends,		000		
	digraphs)	001	002	002	001
	Identify, compare, and reproduce final				
	consonant sounds (single, blends,				
	digraphs)	001	002	002	002
	Identify, compare, and reproduce medial				
	consonant sounds (single, blends,				
	digraphs)	റ01	002	002	003
	Identify, compare, and reproduce initial,				
	final, and medial consonant sounds				
	(single, blends, digraphs)	001	002	002	004
	Identify, compare, and reproduce vowel				
	sounds (short, long, digraphs, diphthongs)	001	002	002	005
	Identify, compare, and reproduce rhyming				
	words	001	002	002	006
	•				
3.	Acquire Oral Language Skills in Syntax	001	002	003	
	Identify and construct substitutions				
	of parts of speech (nouns, verbs, pro-				
	nouns, adjectives, adverbs) in simple				
	sentences	001	002	003	001
	Identify and construct multiple substitu-	1,00.5	002	003	001
	tions of parts of speech (nouns, withs,				
	adjectives, and adverbs) in simple				
		001	002	003	002
	sentences	OOI	002	003	002
	Recognize and use complete sentences	001	002	002	003
	(past, present, and future forms)	OUL	002	003	003
	Identify and construct sentences with				
	compound subjects, verbs, adjectives,	007	000	000	001
	adverbs, or pronouns	UUI	002	UUS	UU4
	Identify and use subordinators and	00-	000	000	005
	coordinators	001	002	003	005



		Acquire Oral Language Skills in Syntax (cont	'd)			
		Identify and use prepositions	001	002	003	006
		Identify and use determiners	001	002	003	007
		Use auxiliary words	001	002	003	800
		Identify and construct transformations	001	002	003	009
	4.	Acquire Oral Language Skills in Morphology	001	002	004	
		Identify and form plurals		002		
		Use correct werb form		002		
		Use contractions		002		
		Use compound words	001	002	004	004
		Use positive, comparative, and super-				
		lative forms of adjectives	001	002	004	005
		Use of possessive forms of nouns and				
		pronouns		002		
		Use verbs to form agents		002		
		Use inflected endings	001	002	004	800
C.	Bod	y Awareness	001	003		
		Identify body parts, surfaces, and				
		functions	001	003	001	
		Identify position and direction in				
		space	001	003	002	
D.	<u>Vis</u>	ual Skills	001	004		
	1.	Develop Visual Perception	001	004	001	
		Acquire visual discrimination	001	004	001	001
		Develop perceptual speed	001	004	001	002
		Develop sense of spatial relations	001	004	001	003
	2.	Develor Visual Memory	<u>001</u>	004	002	
	3.	Develop Visualization Skills	001	004	003	
E.	Coo	rdination Skills	001	005		
		Develop eve-hand coordination	001	005	001	



II.	DEC	CODING SKILLS	002
	A.	Recognize and Use Letters of the Alphabet	002 001
		Recognize manuscript letters	002 001 001
		Recognize cursive letters	002 001 002
		Recognize alphabetical order	002 001 003
		Identify vowels and consonants	002 001 004
		Use Letters	002 001 005
	В.	Recognize Sound Symbol/Symbol Sound	002 002
		Relationships (Phonics)	002 002
		Identify initial single consonants ·	002 002 001
		Identify final single consonants	002 002 002
		Identify medial single consonants	002 002 003
		Identify initial consonant digraphs	002 002 004
		Identify final consonant digraphs	002 002 005
		Identify medial consonant digraphs	002 002 006
		Identify initial consonant blends	002 002 007*
		Identify final consonant blends	002 002 008*
		Identify medial consonant blends	002 002 009*
		Identify consonant sounds (single,	002 002 010
		digraphs, and blends)	002 002 010 002 002 011
		Identify short vowel sounds	002 002 011
		Identify long vowel sounds	002 002 012
		Identify vowel controllers	002 002 013
		Identify vowel digraphs	002 002 014
		Identify vowel diphthongs	002 002 016
		Identify vowel sounds (short, long, etc.)	002 002 010
		Identify silent letters Letter(s)/Sound Correspondence	002 002 017
		Letter(3)/30dild Correspondence	002 002 010
	C.	Apply Rules of Spelling and Mechanics	002 003
		Recognize regular spelling patterns	002 003 001*
		Recognize variant spelling patterns	002 003 002*
		Apply phonic generalizations	002 003 003
		Apply rules of punctuation and	
		capitalization	002 003 004
	D.	Recognize the Division of Words into Units	
		of Meaning (Structural Analysis)	002 004
		Identify compound words	002 004 001
		Identify inflectional endings	002 004 002
		Identify contract:ons	002 004 003
		Identify abbreviations	002 004 004
		Identify syllabication and word accents	002 004 005
		Identify prefixes, suffixes, and roots	002 004 006

^{*}There are no Generic Objectives in this category.



III.	voc	ABULARY SKILLS	003	
	Α.	Incorporate listening and speaking skills into reading vocabulary	003 001	
	В.	Recognize and use synonyms, homonyms,	202 222	
		antonyms, and heteronyms	003 002	
	C.	Words and Context	003 003	
	D.	Recognize historical origins	003 004 003 005	
	E. F.		003 003	
	г.	Recognize denotation, connotation, and nuance	003 006	
	G.	Use a systematic, continuing method	00.5 000	
	٠.	of word study to increase vocab-		
		ulary	003 007*	
IV.	COM	PREHENSION SKILLS	004	
	•			
	Α.	Literal Comprehension	<u>004 001</u>	
			00/ 001	001
		Identify main ideas and major concepts	004 001	
		Find and relate details	004 001	002
		Recognize sequence of ideas	•	
	В.	Interpretation	004 002	
		Understand relationships	CO4 002	001
		Understand relationships Recognize cause and effect	CO4 002 004 002	
		Understand relationships Recognize cause and effect Make inferences		002
		Recognize cause and effect Make inferences	004 002	002
		Recognize cause and effect	004 002	002 003
		Recognize cause and effect Make inferences Interpret figurative and descriptive	004 002 004 002	002 003
		Recognize cause and effect Make inferences Interpret figurative and descriptive language	004 002 004 002	002 003 004
		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional	004 002 004 002 004 002 004 002	002 003 004 005
		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations	004 002 004 002 004 002	002 003 004 005
		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and	004 002 004 002 004 002 004 002 004 002	002 003 004 005 006
•		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas	004 002 004 002 004 002 004 002 004 002	002 003 004 005 006
		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information	004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 008
	:	Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information Develop critical reading skills	004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 008 009
	;	Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information	004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 008 009
	C.	Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information Develop critical reading skills	004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 008 009
		Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information Develop critical reading skills Develop oral reading skills Attitude Toward Reading	004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 098 009 010
	. C.	Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information Develop critical reading skills Develop oral reading skills Attitude Toward Reading Take proper care of reading materials	004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002	002 003 004 005 006 007 008 009 010
	C.	Recognize cause and effect Make inferences Interpret figurative and descriptive language Recognize and interpret emotional reactions Identify and arrive at conclusions and generalizations Compare and contrast information and ideas Evaluate ideas and information Develop critical reading skills Develop oral reading skills Attitude Toward Reading	004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 002 004 003	002 003 004 005 006 007 008 009 010 001* 002 003*

^{*}There are no Generic Objectives in this category.



LOC	ATION AND STUDY SKILLS	005		
Α.	Recognize and Use Textbook Aids	005 0	001	
	Title page	005 0		
	Copyright	005 0		
	Format	005 0		
	Table of contents	005 0		
	Section and paragraph headings	005 0		
	Italics	005 C		
	Boldface type Index	005 0		•
	Appendix	005 0		
	Introduction or preface	005 0		
	Overviews	005 (
	Summaries	005 0		
	Bibliographies	005		
	Glossary	005 (001	014
	Footnotes	005 (001	015
	Pictorial and graphic representations	005 (001	016
	Pronunciation keys	005 (001	017
	Language abbreviations	005 (
	Marginal notes	005 (
	List of suggested readings	005 (
	Answer keys	005 (
	Etymologies	005 (001	022
В.	Identify and Use Library Resources	005 (002	
	Organization and card catalogue	005 (
	Location of materials	005 (002	002
C.	Identify and Use Other Sources of			
	Information	005 (<u> </u>	
	Dictionaries	00" (
	Encyclopedias	005 (
	Magazines	005 (
	Newspapers	005 (
	Maps and atlases	005 (00 5 (
	Graphs, charts, tables, diagrams	00 5 (
	Pictures Specialized reference materials	005 (
).	Use Effective Study Procedures	00 5	004	
		· ·		
	Follow directions	005		
	Determine appropriate sources of information	005		
	Skim for general information	005	004	003



Use Effective Study Procedures (cont'd)

	Read for main ideas	005	004	004
	Read for details	005	004	005
	Locate summary sentences or paragraphs	005	004	006
	Increase reading rate	005	004	007
	Adapt reading rate to nature, purpose,			
	and difficulty of material	005	004	800
	Survey and identify organization of			
	naterial	005	004	009*
	Recall information	005	004	010
	Appraise adequacy of information and			
	evaluate sources for authenticity			
	and reliability	005	004	011
E.	Organize Materials	005	005	
	Sequence information	005	005	001
	Classify information according to			
	identifiable rationale, criteria,			
	or system	005	005	002
	Write summaries	005	005	003
	Take notes	005	005	004*
	Construct outlines	005	005	005
	Construct charts, graphs, tables, and			
	diagrams	005	005	006
	Construct bibliographies	005	005	007
	Construct footnotes	005	005	800
	Construct tables of contents	005	005	00 9
	Apply location and study skills to			
	material of personal interest			
	independent of class requirements	005	005	010*
	Utilize a personal checklist to			
	evaluate progress	005	005	011*



^{*}There are no Generic Objectives in this category.

VI.	REA	DING IN CONTENT AREAS	006		
	Α.	Reading in Literature	006	001	
		Recall title, author's name, and important details Identify characters and describe	006	001	001
		characterization	006	001	002
		Describe plot and structure	006		
		Describe setting	006		
		Describe and discuss literary devices			
		and techniques	006	001	005
		Describe and discuss symbolism and			
		figurative language	006	001	006
		Describe diction, usage, and tone	006	001	007
		Identify and describe theme	006	001	800
		Identify and describe genre	006	001	009
		Evaluate author's purpose, values,			
		theme, relevance, and effectiveness	006	001	010
	В.	Reading in the Social Sciences	006	002	
		Define terminology commonly used in	006	002	
		social sciences		002	
		Recognize order and sequence			002 * 003
		Identify cause-and-effect relationships			003
		Make inferences and generalizations			004
		Analyze problems and propose solutions			005
-		Compare and contrast facts and opinions	000	002	006
		Select and read social science materials	006	002	007*
		of personal interest	000	002	007
	C.	Reading in Science	006	003	
		Define terminology commonly used in science	006	002	001
		, ,			001
		Identify main ideas and major concepts			002*
		Identify details			003 004*
		Recognize order and sequence			
		Infer cause-and-effect relationships	000	003	005
		Distinguish fact from opinion,	006	002	006
		hypothesis, and theory	000	003	006
		Relate present reading to current	000	002	007
		problems	סטט	003	007
		Select and read science related materials			
		of personal interest independent of school	006	002	000+
		requirements	006	003	*800

^{*}There are no Generic Objectives in this category.



D.	Reading in Mathematics	006 004
	Define terminology commonly used in	
	mathematics	006 004 001
	Identify the problem	006 004 002
	Distinguish between relevant and	
	irrelevant information	006 004 003*
	Make generalizations	006 004 004

^{*}There are no Generic Objectives in this category.

CHART FOR THE SELECTION OF READING OBJECTIVES BY SKILL CATEGORY

zero.	Skill Category (Zero placeholders have been			-	Level	- 1	of R	Reading Development	ω Ω	eve	10p	men	إيد		}_		ĺ	
بة	omitted from category codes)				2		3			4		_	5		-+	9		1
H .0	Differentiate likenesses and differences in sounds.	ET O	N	——— 时 N	N	<u> </u>	S S	H	E S	z	H	Ħ	S	z		E S	Z	-
, , ,	Identify common environmental sounds.	EH S	N N	<u>स्त</u> ८	N N	<u> </u>	S	н	ET .	S S	H	田	S	·z		EE CO	Z	H
⇔ 60	Differentiate directions and sources of sounds.	FI 公	H Z	E S	N N	E)	S	<u>н</u>	E	S	н	EL .	S	z z		ਸ਼ ਨ	z	H
п 3	Distinguish among sound characteristics.	EN SO	N I	ក ស	Z	<u> </u>	S	H	田	S	H	田	တ	H Z		EI S	Z	H
03 4	Specify the number of syllables in words.	ы S	H Z	EN S	N	<u>———</u>	S N	H	E S	z	H	<u> </u>	S	z		E S	Z	H
_	Listen for a series.	ы S	Z	EI S	N	<u>H</u>	S S	Н	E)	S	I	H	တ	Z		E S	Z	H
44	Recall and follow directions.	EI S	Z	—— 편	N	hi	S N	H	E	S S	1	E	တ	N		E S	Z	H
1	Listen for specific details.	ET S	Z	ਜ਼ ਨ	Z	<u>m</u>	S S	H	E	S	-	M	တ	N		E S	Z	H
•	Imitate sounds.	m) Ni	; ;	EI S	N	<u>m</u>	S S		Ħ	S	H	Ħ	S	N		E S	Z	-
,	Repeat oral selections.	E S	N N	EN S	N	<u>——</u>	S	F1	E)	S	Ħ	Ħ	S	N		я S	Z	H
	Repeat variations in pitch, stress, and juncture.	EJ S	H Z	м —	N	<u>ы</u>	S N	H	田	S	H	EI .	S	H Z		E) S	Z	H
				_		-		_				_			_			

*E.-Essential, S.-Supplementary, N.-Not Appropriate, I.-Irrelevant to Reading.



•

Skill Category

						Level		of R	eadí	ng	Reading Development	ndo	en	ப					
		1			2			8	-	7				2	<u> </u>		9		1 .
-1-4-1	Listen for main ideas.	ES	I N	Ħ	S N	1	<u>ы</u>	S N 1	1	E S	IN	H	S	Z	1	(H)	N S	1	1
1-1-4-2	Listen for details.	E S	N	Ħ	S	-	rri S	H Z		E S	Z	——————————————————————————————————————	S	z		EI O	N N	H	
[-1-4-3	Identify sequence.	E S	N	Œ	S	н	EJ S	Z		E S	N N	<u> </u>	S	z	н	EI S	z	H	
-1-4-4	Interpret descriptive language.	E	N	(F)	S	Н	EJ S	Z		Ξ S	N N	<u> </u>	S	Z		E S	Z	H	
1-1-4-5	Identify relationships.	E S	N	<u>m</u>	S	н	EI S	Z		т S	N N	<u>m</u>	S	z		E S	Z	H	
1-1-4-6	Recognize emotions.	E	H N	Ħ	S	H	ET S	Z		я S	z	<u> </u>	S	z	,	E S	z	H	
2-1-1	Utilize a vocabulary appropriate to the learner himself, his home and family, his school and play activities, his community and environment.	EI O	H Z	<u> </u>	z v	н	ਸ਼ ਨ	H Z		स्र ऽ	H Z	<u>知</u>	တ	Z	———	ri N	Z	H	
1-2-1-2	Interpret, classify, and relate objects, pictures, and spoken words.	т N	H Z	<u>ш</u>	S S	н	E S	Z		E S	H Z	<u> </u>	S	z	н	₽ S	Z	H	
1-2-1-3	Utilize vocabulary appropriate to needs and emotions.	EI S	H Z	<u>ы</u>	S N	н	E S	N N		E S	N N	一———	S	z	—	ET S	Z	H	
1-2-1-4	Interpret number concepts.	E S	H	Ħ	S	Н	Ħ	S Z	—	EJ S	Z	——— [12]	S	Z		E)	S S	H	
1-2-1-5	Compare diverse situations.	E S	r z	Ħ	S	н	E)	S		E S	Z	— <u>—</u>	လ	z	<u> </u>	ET.	S	H	
1-2-1-6	Establish and describe sequences of events.	ы v.	Z H	<u>ы</u>	S S	H	阳	S S	——	EI CO	r z	<u>ш</u>	လ	z	——	Ħ	S S	H	



Level of Reading Development

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		1	2		3			7			2				9			
1-2-1-7	Determine cause and effect and predict outcome.	E N N	E N	н	S घ	N		E S	N		N N	Z	1	H	S	z	1	•
1-2-1-8	Use new words.	ESNI	E S N	—	EX S	Z		ы S	Z		я S	Z	H	Ħ	S	Z	H	
1-2-1-9	Relate and interpret experiences.	E S N I	E S Z	—	E S	Z		ы S	Z		ы S	Z	H	<u>—</u> —	လ	Z	H	
1-2-2-1	Identify, compare, and reproduce beginning consonant sounds (single, blends, digraphs).	E S N I	ы х х	<u> </u>	E S	N H		N Eq	z		E S	Z	H	<u>m</u>	တ	z	H	
1-2-2-2	Identify, compare, and reproduce final consonant sounds (single, blends, digraphs).	E S N I	N N		E S	Z		ы N	z z		S M	Z	H	——————————————————————————————————————	S	z	H	
1-2-2-3	Identify, compare, and reproduce medial consonant sounds (single, blends, digraphs).	E S N I	N N	н	ы	z	н	E S	z	н	ы N	Z	H	<u>ш</u>	S	z	H	
1-2-2-4	Identify, compare, and reproduce initial, final, and medial consonant sounds (single, blends, digraphs)	E S N I	м S		<u>ក</u> ល	z	н	E S	z	н	ත ක	Z	H	<u></u> 阿	တ	z	H	
1-2-2-5	<pre>Identify, compare, and reproduce vowel sounds (short, long, digraphs, diphthongs).</pre>	E S N	ы N		т N	z	———	S Ed	z	——	EM CO	z	H	<u> </u>	S	Z	H	
1-2-2-6	Identify, compare, and reproduce rhyming words,	E S N I	N N		កា . ស	z	——	E S	z	—	E S	Z	H	匝	S	z	H	



Skill Category

Level of Reading Development

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1-2-3-1	Identify and construct substitutions of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) in simple sentences.	ET S	H Z	EI S	I Z	E	N N	H	EN OI	S S	I	Ħ	ν Σ	I I	m	S S	=	1
1-2-3-2	Identify and construct multiple substitutions of parts of speech (nouns, verbs, adjectives, and adverbs) in simple sentences.	т N	H Z	ក ល	H Z	田	S S	н	ET .	Σ S	H	阳	S N	H .	ь	S S	H	
1-2-3-3	Recognize and use complete sentences (past, present, and future forms).	E S	N I	ਸ ਨ	H Z	<u>ы</u>	S S	н	E7	S S	H	妇	S S	H	Erj	S N	H	£.
1-2-3-4	Identify and construct sentences with compound subjects, verbs, adjectives, adverbs, or pronouns.	E S	H Zi	គា ល	I Z	四	S S	н	E E	z	н	阳	S Z	<u></u> -	Ħ	S S	H	
1-2-3-5	Identify and use subordinators and coordinators.	Ε S	H	ы S	H Z	. 妇	S S		E)	S S	H	Ħ	S	н	ъ o,	S N	H	
1-2-3-6	Identify and use prepositions.	EI O	ı z	E	I N	田	S	—	Ħ	S S	I	Ħ	S	н	田	S	H	
1-2-3-7	Identify and use determiners.	E S	H	EI S	I Z	Ħ	S	—	Ħ	S S	Н	E	S	Н	Ħ	S	H	
1-2-3-8	Use auxiliary words.	S ы	H Z	EH S	I Z	Ħ	N N	-	EJ OJ	S S	I	μ	S S	H	ы	S S	H	
1-2-3-9	Identily and construct transformations.	ES	H Z	편 လ	H Z	田	S	н	EI OI	S	ı	Ħ	S S	H	Ħ	S S	H	



Skill Category

Level of Reading Development

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		1	2	3		7		5		9	
1-2-4-1	Identify and form plurals.	E S N I	ESNI	E S N	1	E S N	I 1	ESNI	H	SN	1 -
1-2-4-2	Use correct verb forms.	ESNI	ESNI	E S N		E S N		E S N I	<u> </u>	S	I
1-2-4-3	Use contractions.	ESNI	ESNI	E S N	н	E S	-	E S N I	Ħ	S	I
1-2-4-4	Use compound words.	ESNI	ESNI	E S N	н	E S N	——————————————————————————————————————	E S N I	<u> </u>	S	Ι
1-2-4-5	Use positive, comparative, and superlative forms of adjectives.	E S N	ESNI	EH SN	н	Ε Ν Ν	 -	E S N	<u>—————————————————————————————————————</u>	S S	H
1-2-4-6	Use possessive forms of nouns and pronouns.	E S N I	ESNI	ы S	н	E S N	- -	E S I	<u>н</u>	S N	I
1-2-4-7	Use verbs to form agents.	ESNI	ESNI	E S N	· H	E S N		E S N I	———— ————	S	I
1-2-4-8	Use inflected endings.	E S N	ESNI	E S	ı	S N		ESNI	———— ET	S	H
1-3-1	Identify body parts, surfaces, and functions.	E S N I	E S N I	E S	н	ы S		ESNI	<u>m</u>	S N	H
1-3-2	Identify position and direction in space.	E S N	E S N I	EI S	н	E S N		E S N I	——————————————————————————————————————	S S	H
1-4-1-1	Acquire visual discrimination.	ESNI	ESNI	E S S	н	E S N		ESNI	<u>H</u>	S S	I
1-4-1-2	Develop perceptual speed.	ESNI	ESNI	E S N	Н	E S S		E S N I	<u> </u>	S	- -
1-4-1-3	Develop sense of spatial relations.	ESNI	ESNI	E S N	I	E S	-	ESNI	Ħ	S	1 1



Skill Category

Level of Reading Development

4	ESNI ESNI ESNI	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	BSNI ESNI ESNI ES	ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	ESNI ESNI ESNI ES	nds. ESNI ESNI ESNI ESN
•	1-2 Develop visual memory.	1-3 LDevelop visualization skills.	5-1 Develop eye-hand coordination.	l-1 Recognize manuscript letters.	1-2 Recognize cursive letters.	1-3 Recognize alphabetical order.	1-4 Identify vowels and consonants.	1-5 Use letters.	Identify initial single	Identify final single	Identify medial single	Identify initial consonant	Identify final consonant	Identify medial consonant	2-2.7 Identify initial consonant blends.
	<u></u>	ESNI ESNI ESNI ESNI E	Develop visualization skills. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. Labevelop visualization skills. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Chevelop visual memory. Chevelop visualization skills. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Develop visual memory. Cabevelop visualization skills. Cabevelop visualization skills. Develop visualization skills. Esni Esni Esni Esni Esni Esni Esni Esni	Develop visual memory. Chevelop visualization skills. Chevelop visualization skills. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Chevelop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	Composition of the consonant of the control	Coeflop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI	C. Develop visual memory. ESNI ESNI ESNI ESNI ESNI ESNI ESNI ESNI



Level of Reading Development

	Skill Category		רע	revel of near	neading bevelopment	opment	
			2	3	7	5	
2-2-8	Identify final consonant blends.	ESNI	ESNI	E S N I	E S N I	ESNI	M
2-2-9	Identify medial consonant blends.	E S N I	ESNI	ESNI	ESNI	ESNI	<u> </u>
2-2-10	Identify consonant sounds (single, digraphs, and blends).	E.S N I	E N I	и К	ы К К	ы S N	<u> </u>
2-2-11	Identify short vowel sounds.	E S N I	ESNI	ESNI	ESNI	ESNI	H
2 ·2-12	Identify long vowel sounds.	ESNI	ESNI	I S N I	ESNI	ESNI	田
2-2-13	Identify vowel controllers.	ESNI	ESNI	ESNI	ESNI	E S N I	<u> </u>
2-2-14	Identify vowel digraphs.	ESNI	ESNI	ESNI	ESNI	ESNI	- <u>-</u>
2-2-15	Identify vowel diphthongs.	ESNI	ESNI	ESNI	E S N I	ESNI	<u> </u>
2-2-16	Identify vowel sounds (short, long, etc.)	E S N I	E S N I	ESNI	ESNI	ESNI	<u> </u>
2-2-17	Identify silent letters.	ESNI	ESNI	ESNI	ESNI	ESNI	<u>—</u> —
2-2-18	Letter(s)/Sound Correspondence.	ESNI	ESNI	ESNI	E S N I	ESNI	<u>—</u>
2-3-1	Recognize regular spelling patterns.	E S N I	E S N I	E S N I	E S N I	E S N	E)
2-3-2	Recognize variant spelling patterns.	E S S	E S N I	ы N N	E S N I	E N I	M
2-3-3	Apply phonic generalizations.	ESNI	ESNI	ESNI	ESNI	ESNI	<u>ы</u>



SELECTION CHART (Continued)

Skill Category

Level of Reading Development

		1	2		3		7			5		9			
2-3-4	Apply rules of punctuation and capitalization.	ESNI	EH O	N I	EI S	I N	EI S	H Z	Ħ	S S	П	EI O	z		
2-4-1	Identify compound words.	ESNI	EN CO	N	EH S	ı z	EH S	r z	<u> </u>	S		EI SS	Z	H	
2-4-2	Identify inflectional endings.	ESNI	EI S	I N	EH S	I Z	ET CO	N	Ħ	S	Н	E S	Z	Н	
2-4-3	Identify contractions.	ESNI	EI S	N	E S	ı z	E S	Z	Ħ	S	-	EI S	Z	I	
7-4-7	Identify abbreviations.	ESNI	E S	N	Ħ	ı z	Ħ	N	Ħ	S	н	EI S	Z	I	
2-4-5	Identify syllabication and word accents.	ESNI	EN CO	N N	EN S	H Z	E) S	r z	Ħ	z s	н	E S	Z	н	
2-4-6	Identify prefixes, suffixes, and roots.	E S N I	<u>—</u> М	Z I	EI S	H Z	E S	z	Ħ	S S	н	ы S	Z	н	
3-1	Incorporate listening and speaking skills into reading vocabulary.	E S N	н Ж	H Z	m S	n Z	កា ស	N I	Ħ	S S	н	E S	Z	н	
3-2	Recognize and use synonyms, homonyms, antonyms, and heteronyms.	E S N	S H S	I	E S	I Z	西 。	N I	<u>ы</u>	S S	н	E S	Z	H	
3-3	Words and context.	E S N	I E S	Z	西 S	I	EI S	N N	Ħ	S	Н	E S	Z	H	
3-4	Recognize historical origins of words.	ы S	I E S	Z	E S	N I	E S	Z	ы —	S S		ਸ S	Z	H	
3-5	Recognize and use non-literal language.	S N	I S	Z I	EI S	H Z	E S	Z Z	Ħ	S N	н	E	Z	1	

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SELECTION CHART (Continued)

Skill Category

Level of Reading Development

		1		2			3		4			-,	2			9		
3-6	Recognize denotation, connotation, and nuance.	ыS	I N	E S	N	3	N S	7	E S	Z	ı	ы	S	I	E	တ	z	ı
3-7	Use a systematic, continuing method of word study to increase vocabulary.	ы S	H Z	E	Z Z	<u>ш</u>	z co	н	EI S	Z	_	ы	S S	H	<u>ш</u>	S	Z	н
4-1-1	Identify main ideas and major concepts.	ы S	H Z	ы	Z	EN EN	S S	н	EJ S	z	Н	ы	S S	H	<u>ы</u>	S	Z	н
4-1-2	Find and relate details.	E S	H Z	ы	N	ш	S S	н	ы S	Z	H	ья	S	H	<u>ш</u>	S	Z	н
4-1-3	Recognize sequence of ideas.	ы 8	٦ z	E S	N	ш	S	ы	ы S	Z	Н	щ	S	H	ш	လ	Z	н
4-2-1	Understand relationships,	E S	H	E S	Z	<u>ш</u>	S	Н	E. S	z	Н	ħ	S	H	田	S	z	ı
4-2-2	Recognize cause and effect.	ы S	ı z	ы	Z	<u>н</u>	S	н	ы S	z		щ	S S	H	ш	S	Z	н
4-2-3	Make inferences.	E	I Z	ы S	Z	H	S S	н	ы S	z	Н	Ħ	S S	H	Ħ	S	Z	н
4-2-4	Interpret figurative and descriptive language.	ы	H Z	ы S	Z I	<u>н</u>	S S	н	rī Ω	z	———	团 .	N N	H	<u>ш</u>	လ	z	н
4-2-5	Recognize and interpret emotional reactions.	E S	ı z	ы S	N I	<u>ы</u>	S	<u> </u>	ы S	z	н	tri C	N N	H	<u>ш</u>	လ	Z	н
4-2-6	Identify and arrive at conclusions and generalizations.	E	ı	E)	Z I	<u>ш</u>	z .	H	ы S	Z	н	ш	N S	H	<u>ш</u>	လ	z	H
4-2-7	Compare and contrast information and ideas.	ы S	н z •	ы S	N N	m m	S Z	н	ы S	Z	н	ъ	S	Ħ	<u>ш</u>	လ	Z	—

Level of Reading Development

Skill Category

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4-2-8	Evaluate ideas and information.	ESNI	E S N	I E S	I Z	E S N	ы	SNI	ы S	z	
4-2-9	Develop critical reading skills.	E S N I	E S N	I E S	I Z	E S N	<u>н</u>	N S	ы S	Z	П
4-2-10	Develop oral reading skills.	E S N I	ы S	I E S	I Z	ESN	<u>н</u>	SNI	ы	Z	I
4-3-1	Take proper care of reading materials.	E S I	ы N	ы В	H Z	E S	<u>н</u>	NS	ы S	z	н
4-3-5	Read for enjoyment.	ESNI	E S N	E S	I Z	E S	H Ei	N S	ы S	Z	н
4-3-3	Appreciate reading.	ESNI	ы S	I E S	H Z	E S	ы H	INS	ы	z	н
4-3-4	Relate personally to reading.	ESNI	ы S	I E S	H Z	ы S	<u>ы</u>	S N I	ы S	Z	н
5-1-1	Title page.	ESNI	N N L	I E	H	E N	<u>н</u>	N N	н S	z	н
5-1-2	Copyright.	ESNI	ы S	I B B	H	E S	<u>н</u>	S N I	ы S	z	н
5-1-3	Format.	ESNI	ы S	I E S	H	E N	ы ——	I N S	ы S	Z	- !
5-1-4	Table of contents.	E S N	ы S	I E S	H Z	E S	<u>н</u>	I N S	N N	z	П
5-1-5	Section and paragraph headings.	ESNI	ы S	I E S	I Z	E S N	<u>н</u>	SNI	ы S	z	ı
5-1-6	Italics.	ESNI	ы S	I E S	H Z	E N	ы	N S	ы S	Z	I
5-1-7	Bold-face type.	ESNI	ы S	E S	I Z	E S N	— ———	S N I	ы S	z	ı
5-1-8	Index.	ESNI	ы S	I E S	I N	E S S	H H	SNI	E	z	H



Skill Category

Level of Reading Development



Skill Category

Level of Reading Development

		1	2	3	7	5	9
5-2-1	Organization and card catalogue.	ESNI	E S N	ESNI	ESNI	ESNI	E S N I
5-2-2	Location of materials.	ESNI	ESNI	E S N I	E S N I	E S N I	ESNI
5-3-1	Dictionaries.	ESNI	ESNI	ESNI	E S N I	ESNI	ESNI
5-3-2	Encyclopedia.	ESNI	ESNI	ESNI	E S N I	E S N I	ESNI
5-3-3	Magazines.	ESNI	ESNI	ESNI	ESNI	E S N	ESNI
5-3-4	Newspapers.	ESNI	ESNI	ESNI	E S N I	E S Z	ESNI
5-3-5	Maps and atlases.	ESNI	ESNI	ESNI	ESNI	E S N I	ESNI
5-3-6	Graphs, charts, tables, diagrams.	ESNI	ESNI	ESNI	E S N I	E S N I	ESNI
5-3-7	Pictures.	ESNI	ESNI	ESNI	E S N I	E S N I	E S N I
5-3-8	Specialized reference materials.	E S N I	E S N I	ESNI	E S N I	E S N I	ESNI
5-4-1	Follow directions.	ESNI	ESNI	ESNI	E S N	E S N I	ESNI
5-4-2	Determine appropriate sources of information.	E S N I	E S N	E S N I	E S N I	E S N	E S N I
5-4-3	Skim for general information.	E S N I	ESNI	ESNI	ESNI	ESNI	ESNI
5-4-4	Read for main ideas.	ESNI	ESNI	ESNI	ESNI	ESNI	ESNI
5-4-5	Read for details.	ESNI	ESNI	ESNI	ESNI	ESNI	E S N I

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Skill Category

Level of Reading Development

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2-4-6	Locate summary sentences or paragraphs.	E S	-	ES	I N	E	N N		E S	z	-	ы S	Z	H	<u>ы</u>	S	z	1
2-4-7	Increase reading rate.	E S N		ы S	I N	ь	SNI		E S	z	-	ES	Z	Ι	ы	S	z	I
5-4-8	Adapt reading rate to nature, purpose, and difficulty of materials.	E S N	———	ы S	I Z	ы	N I		ы S	Z		ы S	Z	н	ഥ	S	z	⊢ 1
5-4-9	Survey and identify organization of materials.	E S		E S	I Z	<u>ы</u>	N N		ы S	z	н	ы S	Z	I	田	လ	z	H
5-4-10	Recall information.	E S N	- н	ES	H	ы	SNI		ES	Z		E S	Z	Н	ы	တ	z	I
5-4-11	Appraise adequacy of information and evaluate sources for authenticity and reliability.	E S N	H	E S	H Z	ы	2 2 1		ы S	Z	н	ы S	Z	н	ഥ	S	z	н
5-5-1	Sequence information.	E S N	н	ы S	I Z	ы 0,	SNI		ES	Z		ES	Z	I	ы	လ	z	I
5-5-2	Classify information according to identifiable rationale, criteria, or system.	E S N		ы S	ı z	ю 01	N N		E S	z		ы S	Z	н	ഥ	S	z	н
5-5-3	Write summaries.	E S N	н	ы S	H Z	ю 01	SNI		E S	N		, EJ N	Z	H	ഥ	လ	z	ı
5-5-4	Take notes.	E S N	——	ы S	N	ю 01	SNI		E S	Z		E S	Z	I	ы	လ	z	н
5-5-5	Construct outlines.	E S		я	H	ы	SNI		ы S	Z		E S	Z	Н	ы	လ	z	н



Skill Category

9-2-9

5-5-7

Level of Reading Development

	1	2	3	7	5	9
Construct charts, graphs, tables, and diagrams.	INSE	ESNI	ESNI	E S N I	E S N I	ESNI
Construct bibliographies.	ESNI	ESNI	E S N I	ESNI	ESNI	ESNI
Construct footnotes.	ESNI	ESNI	ESNI	ESNI	ESNI	ESNI
Construct tables of contents.	ESNI	E S N	ESNI	ESNI	ESNI	ESNI
Apply location and study skills to materials of personal interest independent of class requirements.	E S N I	N N	E N N	ы N N	ы N N	E S N I
Utilize a personal checklist to evaluate progress.	N N	ы S N	ESNI	E S N I	E S N I	E S N I
Recall title, author's name, and important details.	E S N I	ESNI	ESNI	E S N I	E S N I	ESNI
Identify characters and describe characterization.	E S N I	ы N N	E S N I	E S N I	E S N I	ы N I
Describe plot and structure.	ESNI	ESNI	ESNI	E S N I	ESNI	ESNI
Describe setting.	ESNI	E S N I	ESNI	ESNI	E S N I	E S N I
Describe and discuss literary devices and techniques.	E S N	E S N I	ESNI	E S N	E S N I	N N M



5-5-10

5-5-9

5-5-8

5-5-11

6-1-1

6-1-2

6-1-3

6-1-4

6-1-5

Level of Reading Development

Skill Category

	F -1			2	-	ω			4			2		ŀ	<u> </u>	9		ł	ı
Describe and discuss symbolism and figurative language.	E N	I	Ħ	S N J	———	ß	H Z	ы	လ	H Z	<u>ы</u>	တ	z	⊢	四	တ	Z	Η	1
Describe diction, usage, and tone.	E S	H	<u>ы</u>	SNI	<u>E1</u>	လ	N I	<u> </u>	S	H Z	<u> </u>	S	Z	H	——— [H]	S	Z	H	
Identify and describe theme.	E S	H	Ħ	SNI	<u> </u>	S	r r	<u>.</u>	S	H Z	<u> </u>	S	Z	H	<u></u>	S	Z	H	
Identify and describe genre.	E S	H	ロ	SNI	<u> </u>	S	N N	<u> </u>	S	H Z	<u> </u>	S	Z	H	口	S	Z	H	
Evaluate author's purpose, values, theme, relevance, and effectiveness.	E S N	H	Þ	SNI	—— <u>—</u>	S	Z	E	S	H Z	<u> </u>	S	Z	I	<u>——</u> —	\mathbf{S}	Z	I	
Define terminology commonly used in social sciences.	E S	H	ഥ	N S	<u>m</u>	S	H Z	<u>m</u>	S	H	<u>ш</u>	S	Z	Н	——————————————————————————————————————	S	z	H	
Recognize order and sequence.	E S N	H .	田	SNI	[E]	တ	Z	<u></u> 또	S	I N	臼	လ	Z	\mapsto	——————————————————————————————————————	S	Z	I	
Identify cause-and-effect relation-ships.	H N	H	ы	NS	<u>m</u>	S	H	<u>m</u>	S	H Z	————	လ	z	H	<u>ы</u>	S	Z	H	
Make inferences and generalizations.	E S N	1	妇	SNI	<u>ы</u>	လ	H Z	ロ	S	H	——— E	လ	Z	H	<u> </u>	လ	Z	I	
Analyze problems and propose solutions.	E S	H	E	N N	<u> </u>	S	ı z	闰	S	H Z	Þ	S	Z	I	四	လ	Z	H	
Compare and contrast facts and opinions.	E S	I	Ħ	NS	<u>———</u>	လ	H	户	S	H Z	ja L	S	z	H	<u></u>	လ	Z	H	
Select and read social science materials of personal interest.	E S N	H	阿	NS	————	S	H Z	<u>ы</u>	S	H Z	<u>m</u>	လ	Z	H	<u> </u>	S	z	H	



6-2-1

6-2-2

6-2-3

6-2-4

6-2-5

6-2-6

6-2-7

6-1-10

6-1-9

6-1-8

6-1-7

9-1-9

Level of Reading Development

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		1			2		3				7			2				9		
6-3-1	Define terminology commonly used in science.	ы S	N L	ы	S	I	ы S	z	I	Þì	N N	H	E	S	z	I	ь	N S	I	į
6-3-2	Identify main ideas and major concepts.	E S	N I	<u>ы</u>	z z	н	ы S	Z	Н	Þ	z S	H ;	ы	S	z	—	E)	N N	1	
6-3-3	Identify details.	ы S	N	ы	S	———	ы S	z	——	团	S S	H	Þ	S	z	н	E)	S	I	
6-3-4	Recognize order and sequence.	т S	N I	Ħ	S		ы S	z	I	Þ	S S	' -	Þ	S	z		[±]	z s	I	
6-3-5	Infer cause-and-effect relationships.	EI S	N	<u>ы</u>	Z Z		ы S	z	ı	闰	S S	H	Þ	S	Z	₩	E	S S	H	
6-3-6	Distinguish fact from opinion, hypothesis, and theory.	时 N	r z	<u>ы</u>	z v	—	EI S	Z	H	Ħ	S S	H	ы	S	z	—	E	S S	I	
6-3-7	Relate present reading to current problems.	E S	N I	<u>ы</u>	Σ S		ы S	Z	F-1	Ę)	න හ	H	<u>m</u>	S	z	 _	ET.	S N	-	
6-3-8	Select and read science related materials of personal interest independent of school requirements.	ы S	r z	ъ	z v	н	គោ ល	z	н	缸	Σ Ø	-	<u> </u>	S	z	н	E)	S S	I	
6-4-1	Define terminology commonly used in mathematics.	E S	Z I	EI EI	z v	н	E S	Z	I	田	S S	H	M	S	z	 -	E	S S	H	
6-4-2	Identify the problem.	Ħ	Z	E)	z S		E S	Z	Н	[E]	z S		Þ	S	Z		Ħ	z s	I	
6-4-3	Distinguish between relevant and irrelevant information.	ភ	Z H	ы	z v	H	ы S	z	н	闰	S	H	E	S	z		ы	S N	H	
9-4-9	Make generalizations.	E S	Z	<u>ы</u>	N N		E S	z	I	Ħ	S	H	<u>—</u>	S	z		Ή	S	Z	



GENERIC OBJECTIVES



MULTISENSORY READINESS SKILLS
001



AUDITORY SKILLS

001 001



Sounds: Likenesses & Differences	001	001	001 001	001	003
1 * Given two or more common, environmental, 2 * says whether they are the same or differ 3 4 5 6		ounds,	the stude	nt	
0001 D: 002					
Sounds: Likenesses & Differences in Words	002	001	001 001	00 T	003
1 * Given two or more common, environmental, says whether they are the same or differ 5 6		ounds,	the stude	nt	
0001 D: 001					•
Sounds: Likenesses & Differences	001	001	001 001	001	004
1 * Given two or more common, environmental, designates whether they are the same or 3 4 5 6		unds,	the stude	nt	·
0002 D: 002					
Sounds: Likenesses & Differences in Words	002	001	001 001	001	004
1 * Given two or more common, environmental, designates whether they are the same or 3 4 5 6		ounds,	the stude	nt	
0002 D: 001					

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Sounds: Likenesses & Differences in Words	Sounds: Likenesses & Differences in Words	002	001 001	001 001	005
Sounds: Likenesses & Differences in Words 002 001 001 001 001 001 006 * Given orally two or more words, the student designates whether they sound the same or different. * Sounds: Likenesses & Differences in Words 002 001 001 001 001 001 008 002		dent says wheth	er they so	ind the	
Sounds: Likenesses & Differences in Words 002 001 001 001 001 001 006 * Given orally two or more words, the student designates whether they sound the same or different. * Sounds: Likenesses & Differences in Words 002 001 001 001 001 001 008 002	10021				
the same or different. 1	Sounds: Likenesses & Differences in Words	002	001 001	001 001	006
Sounds: Likenesses & Differences in Words 002 001 001 001 001 001 008 * Given orally two sentences, the student designates whether they sound the same or different. * OOO		dent designates	whether th	ney s ound	
Sounds: Likenesses & Differences in Words 002 001 001 001 001 009 L * Given orally two or more words, the student designates whether their initial sounds are the same or different.	Sounds: Likenesses & Differences in Words * Given orally two sentences, the student the same or different.				008
Given orally two or more words, the student designates whether their initial sounds are the same or different.				· ·	
initial sounds are the same or different.	Sounds: Likenesses & Differences in Words	002	001 001	001 001	009
D: 035, 036	initial sounds are the same or different in the same of different in th		whether t	neir	
	006 D: 035, 036				

035 001 001 001 001 009 Consonant Sounds: Initial 1 * Given orally two or more words, the student designates whether the 2 * initial sounds are the same or different. 3 0006 D: 002, 036 001 001 001 001 009 Consonant Digraph Sounds: Initial 036 Given orally two or more words, the student designates whether their 2 * initial sounds are the same or different. D: 002, 035 0006 002 001 001 001 001 010 Sounds: Likenesses & Differences in Words Given orally two or more words, the student designates whether their 2 * final sounds are the same or different. 3 6 0007 D: 037, 038 l037 Consonant Digraph Sounds: Final Given orally two or more words, the student designates whether their 2 * final sounds are the same or different. 3 4 0007 D: 002, 038

ERIC

Consonant Sounds: Final	038	001	001	001	001	010
Given orally two or more words, the stude of the same or different. Given orally two or more words, the stude of the same or different. Given orally two or more words, the stude of the same or different. Given orally two or more words, the stude of the same or different.	ent designates	wheth	er th	eir		
0007 D: 002, 037						
1 2 3 4 5 6						
			Ţ	1	Τ	†
1 2 3 4 5 6			1			1)
1 2 3 4 5 6						
-6-						

Sounds: Sources	003	001 001 001 002 002
1 * Given a common, environmental, 2 * of two or more sources of sounce	non-speech sound and gi	ven orally the names h is the source of
the sound.	•	•
5		
0008		
Sounds: Sources	003	001 001 001 002 003
1 * Given a common, environmental, 2 * pictures of different sources of	non-speech sound and gi	ven two or more
of the source of the sound.	or sound, the student de	signates the picture
5		•
		
0009		
Sounds: Sources	003	001 001 001 002 004
1 * Given a common, environmental, of different sources of sound, of the sound.		
5		
0010		
Sounds: Sources	003	001 001 001 002 005
1 * Given orally the name of the so		
student designates the sound wh		
5		
0011	,	_
0011		

Sounds: Sources	003	001	001	001	002	006
Given orally the name of the solution of the s	mmon, environmental, n	on-speecl				
012				1		1
Sounds: Sources	003	001	001	001	002	007
5 6 7						
013				1		
Sounds: Sources	003	001	001	1001	1002	1008
1 * Given a picture of the source of and given two or mo common, e says which sound came from the	environmental, non-spe					
014			<u> </u>	1		1
014						

Sounds: Intensity	004	τ-		001	001	001	1 00%	001
		J			1	<u> </u>		1001
1 * Given two sounds of same or different volumes are the same or different. 3 4 5 6	volume,	the	stude	nt sa	ys wh	ether	the	
0015		·		•		,	·	
Sounds: Intensity	004			001	001	001	004	0 0 2
1 * Given two sounds of different volume, to 2 3 4 5 6 6	he stud	ent	says	which	is s	ofter		
0016 Sounds: Intensity	004			001	001	001	004	003
1 * Given two sounds of the same or differe whether the volumes of the sounds are to 5 6						ignat	es	
0017 D: 006								
Sounds: Duration	006			001	001	001	004	003
Given two sounds of the same or differe whether the volumes of the sounds are t	nt volu			tuden	t des			
D: 004							_	

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Sounds: Intensity	004 001 001 004	004
1 * Given two sounds of different volumes of differ	ume, the student says which is louder.	•
Sounds: Intensity 1 * Given two sounds of different voluments and the sounds of different voluments are sounds of different voluments.	004 001 001 004	005
Given two sounds of different volumes of different	me, the student designates which is softe	er.
0019 Sounds: Intensity	004 001 001 004	006
	me, the student designates which is loude	
0020	001 001 001	
Sounds: Pitch 1 * Given two sounds of same or difference	ent pitch, the student says whether the	1007
. 21		

Sounds: Pitch	005		001	001	001	004	. 008
1 * Given two sounds of same or different pi 2 whether the pitches are the same or diff		st u d e nt	d e s	ignat	es		
3 4 5 6 6							
0022				,		,	
Sounds: Pitch	005		001	001	001	004	009
1 * Given two sounds of different pitch, the higher pitch. 3 4 5 6	student	designa	ites	which	has	the	
0023 Sounds: Pitch	005		001_	001	001	004	010
Given two sounds of different pitch, the lower pitch.	st ude nt	designa	ites 1	which	has	the	
0024					,	- 	-
Sounds: Pitch	005		001	001	001	004	011
Given two sounds of different pitch, the pitch.	student	says wh	ich	has th	ne hi	gher	
0025							
-11-							

Sounds: Pitch	005 001 001 001 004 012
Given two sounds of different pitch, the pitch. 3	student says which has the lower
0026	
Sounds: Duration	006 001 001 001 004 013
Given two sounds of different duration, to longer.	th e student designat es which is
0027	
Sounds: Duration	006 001 001 004 014
1 * Given two sounds of different duration, t shorter. 3 4 5 6	the student designates which is
0023	·
Sounds: Duration	006 001 001 004 015
Given two sounds of different duration, the state of the	

Sounds: Duration	006		001	001	001	010	6
1 * Given two sounds of same or different 2 whether the durations are the same or 3 4 5 6	t duration, r different	the	student	desig	nates		
0030				T			
Sounds: Duration	006		001	001	001 (004 017	7
1 * Given two sounds of same or different the durations are the same or different	duration,	the	student	says v	whether	•	
6							
0031							
Sounds: Duration	0:)6		001	001	001	104 018	,
1 * Given two sounds of different durations 3 4 5 6	on, the stu	dent :	says whi	ch is	longer		
0032				· ·			
			<u> </u>	<u> </u>			
1 2 3 4 5 6							
C				_			
-13-							

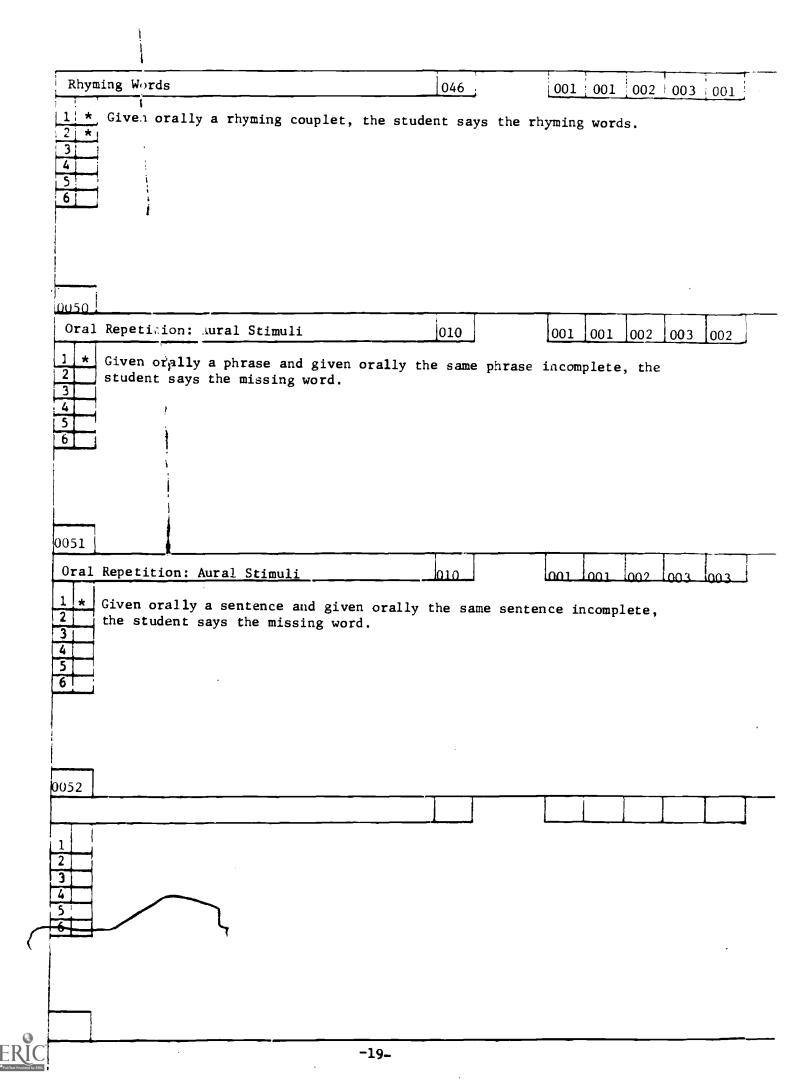
Syllabication: Oral	007		001	001	001	1 005	001
* Given a short, rhythmic, tapping	sound pattern,	the	student	taps	the s	ane	_ -
* pattern.	•			•			
					•		
							
033				 -	-	T	,
Syllabication: Oral	007		001	001	001	005	003
* Given orally a word, the student	says the number	of	syllable	es.			
*							
34				T	1	7	1
yllabication: Oral			1001	1001	1001	1005	لـــ600
* Given orally a word, the student syllables.	says the word,	empl	nasizing	its i	indivi	dual	
syllables.							
ــــــــــــــــــــــــــــــــــــــ							
	,						
35							
	007		001			T	
vllabication: Oral			l 001	-1001	1001	-100 5	
Given orally a short, rhythmic, r	nonsense sound p	atte	ern (e.g.	ba-o	ni-tal	.),	
the seddent repeats the pattern a			J_ 0 / 1 / 6		•		
36							

				- -
Aura	l Series Repetition. Phrases	008	001 001 002 001 001	_
1 * 2 * 3 4 5 6	Given two or more letter sounds, the st of occurrence.	udent repeats	s the sounds in the order	
0037 Aura	l Series Repetition; Phrases	008	001 001 002 001 002	
1 * 2 * 3 4 5 6	Given orally the names of two or more of the names in the order of occurrence.	ommon objects	s, the student repeats	
0038	1 Contac Describing Di			
1 * 2 * 3 4 5 6	l Series Repetition: Phrases Given orally two or more numbers, the s of occurrence.	tudent repeat	ts them in the order	
0039				
Aura	Series Repetition: Phrases	bos	001 001 002 001 004	_
1 * 2 * 3 4 5 6 6	Given orally two or more words, the stu of occurrence.	dent repeats	them in the order	
H40				
WERIC	-15-			

	Series Repet	ition; Phra	368		008		001	001	002	<u>∪</u> 01	005
	iven orally rder of occu	two or more rrence.	phrases,			peats (
)41 D	: 010				·					·	,
7 7 -	epetition; Au	ural Stimul	i		010		001	601	002	001	005
	ven orally dedector	two or more rrence.	phrases, t	th e st u d	ent rep	peats t	he phi	rases	in t	he	
41 D:	008										
		tion; Phras	es		008	-	001	001	202	001	006
	eries kepeti								444		-
* Gi * st	ven a short, udent design h dah dah de	rhythmic s	ound patte al represe	ern (e.g.	taps,	be eps mo rse	. bell	s). t	he		
* Gi * st	ven a short, udent design	rhythmic s	ound patte al represe	rn (e.g.	taps,	beeps morse	. bell	s). t	he		
* Gi * st	ven a short, udent design	rhythmic s	ound patte	rn (e.g.	taps,	beeps morse	. bell	s). t	he		
* Gi * st	ven a short, udent design	rhythmic s	ound patte al represe	rn (e.g.	taps,	beeps morse	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	rn (e.g.	taps,	beeps morse	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	ern (e.g.	taps,	beeps	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	ern (e.g.	taps,	beeps	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	ern (e.g.	taps,	beeps	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	ern (e.g.	taps,	beeps	. bell	s). t	he		
* Gi * st da	ven a short, udent design	rhythmic s	ound patte	rn (e.g.	taps,	beeps	. bell	s). t	he		
* Gi	ven a short, udent design	rhythmic s	ound patte	ern (e.g.	taps,	beeps	. bell	s). t	he		

001 001 002 002 001 Directions: Oral 009 Given orally a direction (e.g. Brush your hair.), the student repeats it. 0043 D: 258 001 002 002 258 001 001 Instructions in Sequence, Oral Given orally a direction (e.g. Brush your hair.), the student repeats it. 0043 D: 009 2**5**٤ 002 Instructions in Secuence: Oral 001 001 Given orally two or more directions, the student orally answers questions 2 * (says) about the sequences of the directions. (e.g. Which do you do first, put on your coat or button it up?) 0044 Directions: Oral **b**09 Given orally a direction (e.g. Shut the door.), the student follows it. 2 * 3 4 0045

Directions: Oral	009	001 001 002 002 005
 		
1 * Given orally two or more directions, and 2 * incomplete, the student says the missing	given orally to part.	the same directions
3 4	• •	
3 4 5 6		
0047		
Instructions in Sequence: Oral	258	001 001 002 002 006
1 Given orally two or more directions, the	student repeat	ts the directions
2 * in order of occurrence. 3 *		
4*		
legi-leg-l		
5 *		
legi-leg-l		
legi-leg-l		
legi-leg-l		
0048		
5 *	251	001 001 002 002
0048 Instructions in Sequence: Oral Given a task (e.g. emptying the pencil sl	harpener), the	student orally gives
O048 Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
Instructions in Sequence: Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
O048 Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives
Instructions in Sequence; Oral Given a task (e.g. emptying the pencil sl directions that will tell someone else he correct sequence of acts.	harpener), the	student orally gives



							-		
Oral Repe	etition: Aural Stimuli		010	Ì	001	001	003	001	001
1 * Give 2 stud 3 4 5 6	en orally two or more nonsense dent says them.	sound pat	tterns (e.g. b	a-mi-	tal),	the		
0053					·				
Oral Repe	etition; Aural Stimuli		010		001	001	003	001	002
2 phor 3 6	en two or more words (e.g. to-d nemes that differentiate the wo	o, pin-ti	in), the	stude	nt sa	ys the	2		
0054						Ī			
1 2 3 4 5 6				i					
1 2 3 4 5 6								•	
		20			·				

0ral	Repetition: Aural Stimuli	010	001	001	003	002	001
1 * 2 3 4 5 6	Given orally two or more words, the stude	nt repeats the	∍m.				
0055		- 		Ī	_		
Oral	Repetition: Aural Stimuli	010	001	001	003	002	002
1 * 2 3 4 5 6 5 6	Given orally two or more phrases, the stu	dent repeats	them.				
0056 0ral	Repetition: Aural Stimuli	010	001	001	003	002	003
1 * 2 3 4 5 6	Given orally two or more sentences, the s	tudent repeat	s them				
0057				i		T	
0ral	Repetition: Aural Stimuli Given orally a rhyming couplet, the stude	_l010_l		1001	1003	1002	
0058	-21_						

Oral	Repetition:	Intonation,	Pitch, & Stre	ess	011		001	001	003	003	001
3 5 5 5	Given orally intonation.	two or more	sentences,	the	student	repeats	them	with	the	same	
059											
			·								
										<u> </u>	

Aural Comprehension: Titles, Ideas, Events 012 001 00	1 004 001 001
1 * Given orally a selection, the student designates the main idea. 2 * 3 4 5 6 6	
0060	
Aural Comprehension: Titles, Ideas, Events 012 001 00	1 004 001 002
1 * Given orally an untitled selection, the student says a title. 3 4 5 6 6	
0061	
Aural Comprehension: Titles, Ideas, Events 012	1 004 001 003
Given orally an untitled selection and given orally two or more titles, the student says the title that is most appropriate.	possible
Aural Comprehension; Titles, Ideas, Events 012 001 00	1
Given orally two or more events from a familiar story, the stude the title of the story.	ent says
0063	
-23-	

Aural Comprehens	ion: Titles, Id	eas, Events	012		001	001	004 001	005
1 * Given orall 2 3 4 5	y a selection.	the student	says the	names	of its	main ch	aracter(s).
0064 1 2 3 4 5 6							•	
5 6								
1 2 3 4 5 6								
1 2 3 4 5 6	,			_				
		-24-						

		
Aural Comprehension: Details	013	001 001 004 002 001
1 * Given orally a selection and given orally 2 * student says the answer. 3 4 5 6	a question	about its content, the
0065	, ,	
Aural Comprehension: Details	013	001 001 004 002 002
1 * Given orally a sentence and given orally student says the answer. 3 - 4 - 5 - 6 - 6	a question	about its content, the
0066		
1 2 3 4 5 6		
1 2 3 4 5 6		
-25-		

Aural Comprehension: Sequence of Events	014		001 0	01 004	003	001
1 * Given orally a selection and given 2 * order, the student says the events 3 4 5 6	orally two of in the order	or more ma r of occur	in eve	nts in 1	andom	
0067 Aural Comprehension: Sequence of Events	014		001 0	001 004	003	002
1 * Given orally a selection and given order, the student says whether or of occurrence. 4 5 6	orally two onot the even	or more mants are st	in eve	ents in the or	random	
0068						
1 2 3 4 5 6						
1 2 3 4 5 6						
	-6-					

Aural Comprehension: Description	015	001 001 004 004	001
* Given orally a sentence that describes the to a fire.), the student designates the	an event (e.g e picture of th	The firemen are going event.	ıg
3 4	•		
5			
069			
Aural Comprehension: Description	015	001 001 004 004	002
d * Given orally a sentence that describes 2 * vou brush your teeth with.), the stude			
31	nt designates	the picture of the obj	ject.
070			
Aural Comprehension: Oral Interpretation	016	001 001 004 00	4 003
* Given orally a selection, the student	says it in his	own words.	
2 *			
	÷		
071	•		
071 Aural Comprehension: Oral Interpretation	016	001 001 004 00	4 004
1 * Given orally a poem, the student says			
2 *	it in his own		
072			

Aural Comprehension: Description	015	001 001	004 00	006
1 * Given orally a phrase that describes an 2 * student designates the picture of the example 5 6	event (e.g. go vent.	ing to a f	ire), the	:
0073				
Aural Comprehension. Description	015	001 001	004 00	04 007
1 * Given orally a phrase that describes an student designates the picture of the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old student designates the old s			hiny), th	ie
0074 Aural Comprehension: Description	015	001 001	004 00	008
1 * Given orally a word that describes an evidesignates the picture of the event (e.g. 4)	vent (e.g. happ g. birthday par	y), the st ty).	udent	
0075				
0075				
0075 1 2 3 4 5 6				

Aural	Comprehension; Descripti	lon	015	<u> </u>		001	001 00	4 004	009
[4] ^]	Given orally a word that the picture of the object	describes a	n object	(e.g.	red),	the	student	design	ates
3 4 5									
5									
0076									
2 3									
5 6									
6									
2									
3 4 5									
5		; ;							
					_ [_				
2									
4 5									
6									
,									
		-29-							

Aural Comprehension: Relationships	017	001 001 004	005 001
1 * Given orally a selection and given or 2 * says which statements are related to 5 6		e statements, the s	tudent
0077			
Aural Comprehension: Relationships	017	001 001 004	00 5 002
1 * Given orally a selection and given or says which statements are not related 3 4 5 6	ally two or mor to the s ele cti	e statements, the son.	tud e nt
0078			
1 2 3 4 5 6			
1 2 3 4 5 6 1 S			
-30-			

Aural Comprehension: Emotions	018	001 001 004 006 001
2 emotions (e.g. sadness, happiness)		
described in the selection.		
3		
6		
0079 D: 019		
	019	001 001 004 006 001
Oral Vocabulary: Emotions		
1 * Given orally a selection and given emotions (e.g. sadness, happiness) 3 described in the selection. 5		
described in the selection.	, the beddene bays	the name of the emotion
5		
6		
		•
0079 D: 018		
Aural Comprehension: Emotions	018	001 001 004 006 002
1 * Given the name of an emotion (e.g. things about) it.	sadness), the stu	dent describes (says
3		
5		
6		* -
0080 D: 019		
Oral Vocabulary: Emotions	019	001 001 004 006 002
1 * Given the name of an emotion (e.g.	sadness), the stud	dent describes (says
things about) it.		
4		•
5		
0080 D: 018		

ORAL LANGUAGE

001 002



Aural Comprehension: Description	015	001	002 00	1 001	001
1 * Given a picture of a common activity, the 2 * designed to elicit responses describing		s answer	rs to qu	estions	3
5 6					
6					
0081 D: 020				·	— ——
Oral Vocabulary: Familiar Objects & Persons	020	001	002 00	001	001
1 * Given a picture of a common activity, th 2 designed to elicit responses describing		s answer	s to que	stions	
designed to effect responses describing	the activity.				
5 6					
	_				
0081 D: 015		<u> </u>	- 		- -
Oral Vocabulary: Familiar Objects & Persons	020	001	002 001	001	002
1 * Given one or more pictures of common obj 2 the objects.	ects, the stud	lent say	s the na	mes of	
4 5					
6					
					•
0082		·	, -		,
	020	001	002 001	001	003
Oral Vocabulary: Familiar Objects & Persons	<u> </u>				
1 * Given one or more pictures of common act			says the	name(s)
			says the	name(s)
Given one or more pictures of common act of the activities.			says the	name(s)
Given one or more pictures of common act of the activities.			says the	name(s)
Given one or more pictures of common act of the activities.			says the	name(s)
Given one or more pictures of common act of the activities.			says the	name(s)
Given one or more pictures of common act of the activities.			says the	name(s)

Oral Vocabulary: Familiar Objects & Persons 020	001 002 001 001 004
1 * Given a common object, the student says its fu	nction.
2	
4	
5 .	
0084	
Oral Vocabulary: Familiar Objects & Persons 020	001 002 001 001 005
1 * Give a picture of a common object, the student	says its function.
2	,
2 3 4 5	
5	·
0085	
Oral Vocabulary: Familiar Objects & Persons 020	001 002 001 001 006
1 * Given orally the function of a common object, t	the student says the name
2 of the object.	
4	
5	
0086	
Oral Vocabulary: Familiar Objects & Persons 019	001 002 001 001 007
1 * Given a picture, the student says the names of	all the activities and objects
shown in the picture.	
4	•
5	
	•
	;
0087	

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the object. The object of the object of the activity of the	0ral	Vocabulary: Familiar Objects & Persons	019		001	002	001	001	008
Oral Vocabulary: Familiar Objects & Persons	2		ject,	the	student s	says t	he na	me of	
Oral Vocabulary: Familiar Objects & Persons 020 001 002 001 001 009 * Given orally a description of a common activity, the student says the name of the activity. * Given orally a description of a person 020 001 002 001 001 010 * Given orally a description of a person (e.g. This is a person who works with a doctor and takes care of you in a hospital.), the student says the name of the person (e.g. nurse).	5								
Oral Vocabulary: Familiar Objects & Persons 020 001 002 001 001 009 * Given orally a description of a common activity, the student says the name of the activity. * Oose	6]								
Oral Vocabulary: Familiar Objects & Persons 020 001 002 001 001 009 * Given orally a description of a common activity, the student says the name of the activity. * Oose									
Given orally a description of a common activity, the student says the name of the activity. One of the activity. Oral Vocabulary: Familiar Objects & Persons	088								
of the activity. The activity of the activity. The activity of the activity. The activity of the activity. The activity of the activity of the activity. The activity of the activity of the activity of the activity of the activity of the activity. The activity of the activity of the activity of the activity of the activity of the activity of the activity. The activity of th	0ral	Vocabulary: Familiar Objects & Persons	020		001	002	001	001	009
Onal Vocabulary: Familiar Objects & Persons	2		tivity	, the	e student	says	the	name	
Oral Vocabulary: Familiar Objects & Persons	4								
Oral Vocabulary: Familiar Objects & Persons	6							,	
Oral Vocabulary: Familiar Objects & Persons									
Oral Vocabulary: Familiar Objects & Persons									
Given orally a description of a person (e.g. This is a person who works with a doctor and takes care of you in a hospital.), the student says the name of the person (e.g. nurse).		Vocabulary: Familiar Objects & Persons	020		001	002	001	001	010
0090	1 *	Given orally a description of a person (e a doctor and takes care of you in a hospit	g. Ti	nis is the	a perso	n who	work	s wit	h
0090	4	the person (e.g. nurse).							
0090	6								
0090				•					
0090									
Ural Vocabulary: Familiar Objects & Persons D20 001 1002 001 001 011	090		<u></u>	_	- -	1	T	T	Ţ
	Urai	Vocabulary: Familiar Objects & Persons	D 20		001	1002	1001	1001	1011
	3 4								
	5 6								
	091								

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Oral	Vocabulary: Familiar Objects & Persons	020		001	002	001 (001	012	
1 * 2 3 4 5 6	Given orally a phrase, the student designate phrase.	ates	the pictu	re de	sc ri b	ed by 1	the		
0092		T		T	<u> </u>				
 	Vocabulary: Familiar Objects & Persons	020		001	002	001 0	01	013	
1 * 2 3 4 5 6	Given a common object or its picture, the designed to elicit responses describing the			answe	rs to	q uesti	ons		
6				·					
0093			<u> </u>	Ι	 _				
Oral	Vocabulary: Familiar Objects & Persons	020		001	002	001 0	01	014_	
1 * 2 3 4 5 6	Given ocally the name of a common activity picture depicting the activity.	, the	e student	desi	gnates	s the			
0094	<u> </u>	T		Γ	-	T T			•
	<u> </u>	<u> </u>		<u> </u>	Ĺ				
1 2 3 4 5 6									



Oral Vocabulary: Categories Oral Vocabulary:	<i></i>					-				r -
the student says in which category each object belongs. (E.g. VECETABLE-ANIMAL which of these things are vegetables? Which are animals?) A	Oral	Vocabulary: Categories	025	د	001	002	001	002	001	į
Call V.cabulary: Categories 025 001 002 002 002 002 002 002 002 002 002	3 4	the student says in which category each	object	belongs.	Œ.	g. VE	GETAB	es, LE-		,
3 Cavan two or more pictures of common objects and given orally two or more paregories, the student says in which category each object belongs. (E.g. VEGSTABLE-ANIMAL which of these things are vegetables? Which are animals?) 1	0095				,	.				
Gavan two or more pictures of common objects and given orally first or more categories, the student says in which category each object belongs. (E.g. VESTABLE-ANIMAL which of these things are vegetables? Which are animals?) O096 Oral Vocabulary: Categories	ral	Vccabulary: Categories	025		001	6U2	JO:	002	002	
Oral Vocabulary: Categories 025 001 002 001 002 003 ** Given two or more common objects and given orally one category, the student says the names of those objects which are not in the category. Oral Vocabulary: Categories	3 4 5 6	categories, the student says in which ca	tegory	each obje	ect be	≥longs	s. (E	E.g.	ls?)	
Given two or more common objects and given orally one category, the student says the names of those objects which are not in the category. O097 Oral Vocabulary: Categories D25 D01 D02 D01 D02 D04 D02 D04 D02 D04 D05 D05 D05 D05 D05 D05 D05 D05 D05 D05	0096						·····		1	 -
says the names of those objects which are not in the category. Open	Oral	Vocabulary: Categories	025]	001	002	001	005	003_	
Given two or more pictures of common objects and given orally one category, the student says the names of those objects which are not in the category.	3 4 5 6	Given two or more common objects and given says the names of those objects which are	en oral	lly one cat	tegory	ry, th	ne stu	dent		
Given two or more pictures of common objects and given orally one category, the student says the names of those objects which are not in the category.		Vocabulary: Categories	025		001	002	001	002	004	
	1 * 2	Given two or more pictures of common obj	ects an	n d give n o	rally the	one	categ	ory,	the	-
-5/-	_098	-37-	_							•

Visual Discrimination: Objects	021	001 002 001 002 00	5_
Given two objects (or pictures of objects) detail is missing from one, the student 5 6			
0099			
Visual Discrimination: Objects	021	001 002 001 002 000	5_
1 * Given two objects (or pictures of objects ays how the objects differ. 3 4 5 6	ts) differing	only in size, the student	
			
0100			
Visual Discrimination: Objects	021	001 002 001 002 00	
1 * Given three or more objects (or picture from the others, the student points to 5 6			
		•	
			٠
0101 Visual Discrimination: Objects	021	001 002 001 002 008	
1 * Given three or more objects (or picture that one differs in detail, the student 5 6	s of objects)	which are the same except	·
0102			

		
Visual Discrimination: Objects	021	001 002 001 002 009
Given three or more objects (or picture except for the position of one (e.g. host student points to the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the difference of the object in the obje	rizontal rather	than vertical), the
0103		
Picture Interpretation	022	001 002 001 002 010
Given a picture and given orally two or which is the main idea of the picture.	more main idea	s, the student says
0104 Signs and Symbols: Interpretation	023	001 002 001 002 011
1 * Given a common symbol (e.g. skull and c designates the meaning of the symbol. 3 4 5 6	rossbones, one-v	way sign), the student
0105		
Signs and Symbols: Interpretation	D23	001 002 001 002 012
Given a common symbol (e.g. skull and common symbol). 3 4 5 6	rossbones, one-w	vay sign), the student
0106		
-39-		

Aural Comprehension: Fact and Fantasy	024		001	002	001	002	013	
1 * Given orally a sentence, the student says	wheth	er it is	fact	or f	antas	у.		
3								
5								
5								
9107							_	
Aural Comprehension: Fact and Fantasy	024		001	002	00.1	002	014	
1 * Given a picture, the student says whether	it de	picts fa	ct or	fanta	asy.			
31								
5								
6								
0108								
Oral Vocabulary: Word Meanings	026		001	002	001	002	015	
1 * Given orally a word and given two or more picture(s) that represents the word.	pictur	res, the	stude	ent de	signa	tes t	he	
3 4								
3								
								٠,
· · · · · · · · · · · · · · · · · · ·								
0109	Т	_		Ī			1	
Oral Vocabulary: Word Meanings	D26	·					015	
1 * Given orally a word and given orally two of says the word(s) which mean the same as the	r more e firs	other w	ords,	the	s tude:	nt		
$\begin{bmatrix} 3 \\ 4 \end{bmatrix}$								
61								
							•	
2110								

diven orally a word and given two object(s) that represents the conc	or more objects, ept expressed by	the stude	ent po	ints :	to th ETABI	ne LE
pear-carrot-book)						
111					٠	
Picture Interpretation	022	001	002	001	002	
* Given one or more pictures, the st	udent tells a brid	ef story	a bout	it (1	them)	•
2]						
5						
6						
112						-
Signs and Symbols: Interpretation	023	001	002	001	002	
* Given a common symbol (e.g. skull	and crossbones, or	ne-way si	gn),	and gi	ven	
orally two or more meanings, the stage symbol.	tudent says the co	orrect me	a ning	of th	e	
<u> </u>						
112						Ţ
	D26	001	002	001	002	0
113 Oral Vocabulary: Word Meanings 1 * Given orally a word, the student de			_			
Oral Vocabulary: Word Meanings A * Given orally a word, the student decay.			_			
oral Vocabulary: Word Meanings * Given orally a word, the student do			_			
Toral Vocabulary: Word Meanings 1 * Given orally a word, the student do			_			
Oral Vocabulary: Word Meanings A * Given orally a word, the student de 3			_			

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Picture Interpretation		022			001	002	001	002	021	·
1 * Given three or more pictures, the s	student		gnates	the	unr	elate	d pic	ture.		
3 * 4 * 5 *		•								
6 *										
0115								-		
0113										
1 2										
3										
5 6										
						<u> </u>			<u> </u>	
1				•			*			,
3										
5 6		•								
			-							
						ı		T		<u> </u>
	. .		,	L			<u> </u>	<u>. I</u>	<u> </u>	i
2 3 4 5										
5 6										
										·
4	2-									

ERIC Arull liest Provided by ERIC

0ral	Vocabulary: Emotions	019		001	002	001	003	001
1 * 2 3 4 5 6	Given a picture of a person expressing (says things about) the emotion.	g an emotion,	the	stude	ent de	scrib	es	
0116			•					
	Vocabulary: Personal Situations	027		001	002	001	003	002
1 * 2 3 4 5 6	Given orally a real-life or hypothetic winning \$100), the student says how he			g. goi	ing to	the	de nti	st,
0117 0ra1 1 * 2 3 4 5 6	Vocabulary: Needs and Desires Given two or more common objects relate the student points to his choice and s					001 ethin	003 g to	003 eat),
0118 0ral	Vocabulary: Personal Situations	027	_	001	002	001	003	004
1 * 2 3 4 5 6	Given orally a simple everyday problem what your mother wanted.), the student						forge	t

						_	
Oral Vocabulary: Needs and Desires	028		001	002	001	003	005
1 * Given orally the first part of a senten 2 and says the sentence. 3	.c e a bou	t wishes,	the	stude			
4 5 6							
0120	,						
Aural Comprehension: Cause and Effect	032		001	002	001	003	006
1 * Given a picture of a person expressing a thinks caused it. 3 4 5 6	an emot	ion, the	stude	nt sa	ys wha		
0121	$\overline{}$		<u> </u>	Γ			
1				<u> </u>			
3	•	•					
5							
6							
· ·							
		_					1
1		'					
3							
5 6							

Number Concepts	029	001 002 001 004 001
1 * Given two or more objects, the student of numerals. 3 4 5 6	orally counts t	
0122		
Number Concepts	029	001 002 001 004 002
1 * Given instructions to do so, the studen 2 * 3 4 5 6	t counts to a s	pecified number.
0123		·
Number Concepts	029	001 002 001 004 003
Given two or more objects, the student on numerals.	orally counts t	hem using ordinal
Number Concepts	029	001 002 001 004 004
1 * Given a numeral, the student says ics not 2 3 4 5 6		OUT OUT OUT OUT
0125	· · · · · · · · · · · · · · · · · · ·	
-45-		

ERIC Full Text Provided by ERIC

Aural Comprehension: Comparisons	030 001 002 001 005 001
1 * Given two similar pictures that differ differences. 3 4 5 6	in details, the student designates the
0126	
Aural Comprehensions: Comparisons	030 001 002 001 005 002
1 * Given two similar pictures that differ differences. 3 4 5 6	in details, the student says the
0127	
Aural Comprehensions: Comparisons	030 001 002 001 005 003
Given orally a story, the student designated by the student designated	gnates another possible ending to the story.
Aural Comprehensions: Comparisons	030 001 002 001 005 004
d * Given orally a story, the student write 3 4 5 6	es another possible ending to the story.
0129	
-46-	

Aural Comprehension: Comparisons	030	001 002	001 005 005
1 * Given orally a problem situation and give the problem, the student says his choice says the reasons for his choice.			
0130			·
Aural Comprehension: Comparisons	030	001 002	001 005 006
1 * Given orally two similar stories, the studifferences. 3 4 5 6	dent des ig nate s	their sin	nilarities and
0131			
Aural Comprehension: Comparisons	030	001 002	001 005 007
1 * Given orally two similar stories, the study of the st	lent say s their	similarit	ies and
0132			
· · · · · · · · · · · · · · · · · · ·	<u></u>		
1 2 3 4 5 6			
-47-			

			<u></u>	_
Sequences of Events: Oral and Pictorial	031	001 00	2 001 006	001
1 * Given two or more pictures of related e puts them in the order of occurrence.	vents in random	order, t	n e stude nt	
5			•	
6		,		
				
O133 Sequences of Events: Oral and Pictorial	031	001 00:	2 001 006	1002
				002
1 * Given instructions to do so, the studen 2 order of occurrence. 3	t says a sequen	ice of ever	nts in the	
5 6 ·				
· .				
0134				1
Sequences of Events: Oral and Pictorial	031	001 1002	1001 1006	l003
1 * Given orally a story, the student says of occurrence.	the events of t	he story i	in the order	•
4	•			
5				
			•	
0135				T
Sequences of Events: Oral and Pictorial	<u> </u>	001 002	001 006	004
diven orally a story and given two or most story, the student designates the pictures and the pictures are story.	ere pictures de ces in the orde	picting ev r of occur	rents in the	:
5				
6				•
				•

-48-

		
Aural Comprehension: Cause and Effect	032	001 002 001 007 001
1 * Given orally a description of a specification o	ic act, the st	udent says the most
O137 Aural Comprehension: Cause and Effect	032	001 002 001 007 002
1 * Given orally a description of a specific possible consequences, the student say 3 - 4 - 5 - 6	ic act and give s the most prob	en orally two or more pable consequence.
0138 Aural Comprehension: Cause and Effect	032	001 002 001 007 003
1 * Given orally a description of a specif probable consequence. 3 4 5 6		
0139		
Aural Comprehension: Cause and Effect	032	001 002 001 00, h04
Civen orally a description of a situate consequence.	ion, the studer	nt says the most probable
	_	
0140		
- <u>1</u>		

Aural Comprehension: Cause and Effect	032	001 002	001 007 005
1 * Given orally a description of a situation possible consequences, the student says t	and given ora: he most protab	l l y two or le consequ	more sence.
6	,		
0141		_	
Aural Comprehension: Cause and Ef ect	032	001 002	001 007 006
1 * Given orally a description of a situation probable consequence.	, the student o	designates	the most
5 6			
		·	
0142		,	
Aural Comprehension: Cause and Effect	032	001 002	001 007 007
Given orally a description of a situation, cause of the situation.	, the student s	says the mo	ost probable
0143			
Aural Comprehension: Cause and Effect	032	001 002	001 007 008
Given orally a description of a situation causes, the student says the most probable to the student says the	and given oral	ly two or situation.	more possible
0144	·		

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Aural Comprehension: Comparisons	030		001	002	001	00 7	009
1 * Given crally a selection without an 2 * 3 4 5 6	ending, the	student	says	en er	nding		
O145 Aural Comprehension: Comparisons	036		001	002	001	007	010
1 * Given orally a selection without an endings, the student says which endings	ending and	given ora					
6							
0146							
1 2 3 4 5 6							
6!							
1							
2 3 4 5 6							
-51							

Oral Vocabulary: New Words 033 001 002 001 008 001 * Given orally a new word and given a picture of the word, the student says * a sentence using the word. 4 0147 Oral Vocabulary: New Words 033 001 002 001 800 002 Given orally a new word and given orally its definition, the student says a sentence using the new word. 0148

ERIC Fruit Text Provided by ER

Verbal Expression: Oral	034 001 002 001 009 001
1 * Given instructions to do so, the student 2 * 3 4 5 6	says a familian story in his own words.
0149 Verbal Expression: Oral	034 001 002 001 009 002
Given instructions to do so, the student central character.	tells a fantasy with himself as the
0150 Verbal Expression: Oral 1 * Given instructions to do so, the student 2 *	034 001 002 001 009 003 tells a personal experience.
3 4 5 6 5	
0151	
1 2 3 4 5 6	
-53-	

ERIC Full Text Provided by ERIC

Consonant Sounds: Initial	035	001	002	002	001	001	
Given orally two or more parts of we have the same initial sound and white states of the same initial sound and the sa		the stu	udent	says	whic	h	
0152 Consonant Digraph Sounds: Initial	036	001	002	002	001	002	
Given orally two or more words, the digraph sounds are the same or diff		e initi	lal c	onson	ant	<u> </u>	ı
O153 Consonant Sounds: Initial 1 * Given orally two or more words, the	035	001	002	002	001	003	
given orally two or more words, the	e scudent says their	mitte	11 601	isona	ne so	and.	
0154 Consonant Digraph Sounds: Initial	036	001	002	002	001	004	
1 * Given orally two or more words, the sound. 3 4 5 6			•				
0155							

Consonant Sounds: Initial	035	001 00	02 002 001 005
1 * Given orally three or more words, the consonant sound. 3 4 5 6	student says	those with	the same initial
0156 Consonant Digraph Sounds: Initial	036	l l	02 002 001 006
Given orally three or more words, the consonant digraph sound.	student says	those with t	the same initial
0157 Consonant Sounds: Initial	035	001 00	02 002 001 007
1 * Given three or more pictures of objects same initial consonant sound. 3 4 5 6	ts, the stude	nt designates	s those with the
0158 D: 089			
Consonants, Initial: Picture Stimuli 1 * Given three or more pictures of object same initial consonant sound. 3	089	001 00	
5 6			
0158 D: 035			

-5.5-

ERIC **
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			-
Consonant Digraph Sounds: Initial	036	001 002	002 001 008
Given three or more pictures of objects, same initial consonant digraph sound. 3 4 5 6	the student de	esignates	those with the
0159			
Consonant Sounds: Initial	035	001 002	002 001 009
1 * Given orally three or more words, the st initial consonant sound.	udent says the	word with	the different
5 6			
0160		 	
Consonant Sounds: Initial	035	001 1002	1002 1001 1010
1 * Given three or more pictures of objects, the different initial consonant sound. 3 4 5	the student de	esignates	the one with
6			
			•
Consonant Digraphs, Initial: Picture Stimuli	098	001 002	002 001 011
1 * Given three or more pictures of objects, the different initial consonant digraph :	the student de		
0162			

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Consonant Sounds: Initial	035	001 002	002 001 012
1 * Given orally a word, the student says consonant sound.	another word with	the same	initial
3 4 5 6			
5			
			•
			·
Consonant Figraph Sounds; Initial	036	001 002	002 001 013
1 * Given orally a word, the student says			
2 * consonant digraph sound.	another word with	the same	Iniciai
2 * consonant digraph sound. 3 4 5 6			
6			
0164			
Consonant Digwaph Sounds: Initial	036	001 002	002 001 014
Consonant Digraph Sounds: Initial	036	001 002	002 001 014
1 * Given orally three or more words, the 2 * initial consonant digraph sound.			
1 * Given orally three or more words, the initial consonant digraph sound. 3			
1 * Given orally three or more words, the 2 * initial consonant digraph sound.			
1 * Given orally three or more words, the initial consonant digraph sound. 3 4 5			
1 * Given orally three or more words, the initial consonant digraph sound. 3 4 5			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6			
1 * Given orally three or more words, the initial consonant digraph sound. 3 4 5			
1 * Given orally three or more words, the initial consonant digraph sound. 3 4 5 6			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6 0165			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6 0165			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6 0165			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6 0165			
1 * Given orally three or more words, the initial consonant digraph sound. 5 6 0165			

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Consonant Sounds: Final	038	001 002 002	002 001
1 * Given orally two words, the student says 2 * the same or different. 3 4 5	if the final o	<u> </u>	
0166	,	·	
Consonant Digraph Sounds: Final	037	001 002 002	002 002
1 * Given orally two words, the student says 2 * sounds are the same or different. 3 4 5 6 6	if the final c	onsonant digraph	
Consonant Sounds: Final	038		002 003
1 * Given orally two or more words, the studen 2 * 3 4 5 6 6	nt says their	final consonant	sound.
0168	T	 	· <u> </u>
Consonant Digraph Sounds: Final 1 * Given orally two or more words, the students sound. 3 4 5 6	lo37.		002 1004 digraph
			·

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Consonant Sounds: Final	038 001 002 002 002 005
Given three or more pictures of objects, same final consonant sound.	the student designates those with the
0170	
Consonant Digraph Sounds: Final	037 001 002 002 002 006
1 * Given three or more pictures of objects, 2 * same final consonant digraph sourd. 3	
0171 Consonant Sounds: Final	038 001 002 002 002 007
1 * Given orally three or more words, the students of the stud	ident says those with the same final
01.72	
Consonant Digraph Sounds: Final	001 002 002 002 008
1 * Given orally three or more words, the stu- 2 * consonant digraph sound. 3 4 5 6	ident says those with the same final
2.73	

Olya different final consonant digraph sound. Olya consonant Sounds: Final Olya consonant designates the one with the different final consonant sound. Olya consonant Sounds: Final Olya consonant designates the one with the different final consonant sound. Olya consonant Digraph Sounds: Final Olya consonant digraph sound. Olya consonant Digraph Sounds: Final Olya consonant digraph sound. Olya consonant Digraph Sounds: Final Olya consonant digraph sound. Olya consonant Sounds: Final Olya consonant digraph sound. Olya consonant Sounds: Final Olya consonant digraph sound. Olya consonant Sounds: Final Olya consonant digraph sound. Olya consonant Sounds: Final Olya consonant sound.	Consonant Digraph Sounds: Final	037 001 002 002 002 009
Consonant Sounds: Final 038 001 002 002 002 010 1 * Given three or more pictures of objects, the student designates the one with the different final consorant sound. 0175 Consonant Digraph Sounds: Final 037 001 002 002 002 011 1 * Given orally three or more words, the student says the one with the different final consonant digraph sound. 0176 Consonant Sounds: Final 038 001 002 002 002 011 1 * Given orally three or more words, the student says the one with the different final consonant sounds: Final 038 001 002 002 002 002 012 1 * Given orally three or more words, the student says the one with the different final consonant sound.	1 * Given three or more pictures of objects, 2 * different final consonant digraph sound. 3 4 5	
Consonant Sounds: Final 038 001 002 002 002 010 1 * Given three or more pictures of objects, the student designates the one with the different final consorant sound. 0175 Consonant Digraph Sounds: Final 037 001 002 002 002 011 1 * Given orally three or more words, the student says the one with the different final consonant digraph sound. 0176 Consonant Sounds: Final 038 001 002 002 002 011 1 * Given orally three or more words, the student says the one with the different final consonant sounds: Final 038 001 002 002 002 002 012 1 * Given orally three or more words, the student says the one with the different final consonant sound.	017/	
different final consorant sound. Oli75 Consonant Digraph Sounds: Final Oli76 Consonant Sounds: Final Oli77 Consonant Sounds: Final Oli77 Consonant Sou		038 001 002 002 002 010
Consonant Digraph Sounds: Final 037 001 002 002 002 011 1	2 * different final consorant sound.	the student designates the one with the
Given orally three or more words, the student says the one with the different final consonant digraph sound. Olivoir orally three or more words, the student says the one with the different final consonant Sounds: Final Given orally three or more words, the student says the one with the different final consonant sound.		037 001 002 002 002 011
Consonant Sounds; Final * Given orally three or more words, the student says the one with the different final consonant sound.	1 * Given orally three or more words, the stu final consonant digraph sound. 3 4 5 6 6	
-60-	Consonant Sounds: Final	

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man we would be a second of the second of th		·	· ·	1	<u> </u>		
Consonant Digraph Sounds: Final	037	į	001	002	002	002	013
1 * Given orally a word, the student says and 2 * digraph sound.	other v	word with	the	same	fina).	cons	onant
3 4 5 6							
0178						, 	
Consonant Sounds: Final	038]	001	002	002	002	014
1 * Given orally a word, the student says and 2,* sound.	other v	word with	the	same	final	cons	onant
5							
0179							
Consonant Sound: Final	038		001	002	002	002	029
1 * Given orally a word, the student substitute and says the word formed.	utes ar	nother ii	nal c	onson	ant s	ound	
3			•				
6							
6							
6]	· · · · · ·	1		mpr was - 110 mm 44	1	ingum - a seringa ar	
6]	**************************************					••	
6			g a gar in militar a garanting a		**		

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Consonant	Digraph	Sounds: Medial		039		001	002	002	003	00i	
		two words, the studente same or different.	nt says	whethe	r their	media	l con	sonan	t dig	raph	
0181 Consonant	Sounds:	Medial		040		001	002	002	003	002	
1 * Giver 2 * are 3 4 5	n orally	two words, the studer or different.	nt says		r their	<u> </u>		<u></u>	L	Li	
6						2					
O182	Digraph	Sounds: Medial		039		001	002	002	002	007	
	n orally	two or more words, th	ne stud	i	s their	-					!
0183				, , , , , , , , , , , , , , , , , , , 			,	1 -	, 	, — —	·
Consonant 1 * Given 2 * 3 4 5 6		Medial two or more words, th	e stude	b40 ent says	s their	medial			oo3	008 d.	
0184						• ,					

Consonant Sounds: Medial	001 002 002 003 009
1 * Given three or more pictures of objects, 2 * same medial consonant sound. 3	the student designates those with the
5 6	
	·
Consonant Digraph Sounds: Medial	039 001 002 002 003 010
1 * Given three or more pictures of objects, 2 * same medial consonant digraph sound.	the student designates those with the
5 6	
0186	
Consonant Digraph Sounds: Medial	039 001 002 002 003 011
1 * Given orally three or more words, the students and students are medial consonant digraph sound.	ident says those containing the same
5 6	
	•
.,	•
	e e
0187	200 200 200 200 200
Consonant Sounds: Medial	001 002 002 003 012
1 * Given orally three or more words, the stu 2 * medial consonant sound.	ident says those containing the same
3	
5	•
6]	
0188	
-63-	

Consonant Digraph Sounds: Medial	039	001 002 002 003 013
1 * Given three or more pictures of objects, 2 * the different medial consonant digraph s	the student ound.	designates the one with
3 4 5 6		
6		
0189		
Consonant Sounds: Medial	040	001 002 002 003 014
1 * Given three or more pictures of objects, 2 * the different medial consonant sound.	the 'tudent	designates the one with
3 4 5		
6	į	
·		
0190		
Consonant Digraph Sounds: Medial	039	001 002 002 003 015
1 * Given orally three or more words, the stu 2 * medial consonant digraph sound.	ident says the	e one with the different
3 4		
5		
, ,		
0191		
Consonant Sounds: Medial	040	001 002 002 003 016
Given orally three or more words, the students and medial consonant sound.	dent says the	e one with the different
5		
6		
	. •	
0192		

Consonant Digraph Sounds: Medial	039	` لـ		001	002	002	003	017	
Given orally a word, the student says consonant digraph sound.	another	word	with	the	same	media	1		
consonant digraph sound.		/~							
0193								_	
Consonant Sounds: Medial	040			001	002	002	003	018	
1 * Given orally a word, the student says consonant sound.	another	word	with	the	same	media	1		
consonant sound.									
·									
2194		_				p	-	+	.
*		ل				<u> </u>]
1 2 3 4									
5 6									
·									
1									
3							•		
2 3 4 5 6									
								٠	
-65-					_				

Cons	onar	it/Co	nson	ant	Digra	aph S	Sound	s: I	Posi	tion	041	1	<u></u>		001	002	002	004	001
*	tin	ne, t	he s	tude	nt sa	ays t	:ho s e	WOI	rds	given which inal,	have	th	e gi	s f ven	rom a	a wor	d lis	t one	at a
95 Cons	onan	ıt/Cə	nsona	ant :	 Digra	aph S	ound	s: I	Posi.	tion	041				001	002	002	004	002
*	lis	t on	e at	a t	ime,	the	stude	ent	say	und a s tho on (e	se wo	rds	whi	ch 1	have	the	given	word cons	onant
96																			
ons	onan	t Di	grapi	n Soi	unds:	Ini	tial				036				001	002	002	004	003
*		en ai		itia]	l con	son a	nt di	lgra	iph	sound	, the	st	udent	. 88	ays a	word	l beg	innin	g with
97	D:_(041										_						······································	
ons	onan	t/Cor	sona	nt I	Digra	ph S	ounds	: P	osit	ion	041				001	002	002	004	003
*	Giv wit	en ar h tha	n ini at so	tia] ound.	l con	son a	nt di	gra	ph s	sound,	, the	st	udent	: S a	ys a	word	l beg	innin	8
97	D: (

Consonant/Consonant Digraph Sounds: Position 041 001 002 002 004 004 004 \$\frac{1}{8}\$ Given an initial consonant sound, the student says a word beginning with that sound. 198 D: 035 Consonant Sounds: Medial 040 001 002 002 004 005 \$\frac{1}{8}\$ in the medial consonant sound, the student says a word containing that sound \$\frac{1}{8}\$ in the medial position. 199 D: 041 Consonant/Consonant Digraph Sounds: Position D41 001 002 1002 1004 1005 1006 1006 1006 1006 1006 1006 1006	Consonant Sounds: Initial	035	001 002	002 004 004
Consonant/Consonant Digraph Sounds: Position 041 001 002 002 004 004 004 \$\frac{1}{8}\$ Given an initial consonant sound, the student says a word beginning with that sound. 198 D: 035 Consonant Sounds: Medial 040 001 002 002 004 005 \$\frac{1}{8}\$ in the medial consonant sound, the student says a word containing that sound \$\frac{1}{8}\$ in the medial position. 199 D: 041 Consonant/Consonant Digraph Sounds: Position D41 001 002 1002 1004 1005 1006 1006 1006 1006 1006 1006 1006		student says	a word beginn	ing with that
Given en initial consonant sound, the student says a word beginning with that sound. 198 D: 035 Consonant Sounds: Medial 040 001 002 002 004 005 A Given e medial consonant sound, the student says a word containing that sound in the medial position. 199 D: 041 Consonant/Consonant Digraph Sounds: Position 041 001 002 002 004 005 A Given a medial consonant sound, the student says a word containing that sound in the medial position.	ນາ 198 ນີ້ : 041			
D: 035 Consonant Sounds: Medial 040 001 002 002 004 005 A Given a medial consonant sound, the student says a word containing that sound in the medial position. By D: 041 Consonant/Consonant Digraph Sounds: Position 041 001 002 002 004 005 A Given a medial consonant sound, the student says a word containing that sound in the medial position.	Corsonant/Consonant Digraph Sounds: Position	n 041	001 002	002 004 004
Consonant Sounds: Medial Given a medial consonant sound, the student says a word containing that sound in the medial position. 199 D: 041 Consonant/Consonant Digraph Sounds: Position D41 Given a medial consonant sound, the student says a word containing that sound in the medial position.	sound.			
# Given a medial consonant sound, the student says a word containing that sound in the medial position. D: 041 Consonant/Consonant Digraph Sounds: Position 041 001 002 002 004 005 # Given a medial consonant sound, the student says a word containing that sound in the medial position.				
Goasonant/Consonant Digraph Sounds: Position 041 001 002 002 004 005 * Given a medial consonant sound, the student says a word containing that sound in the medial position.	Given a medial consonant sound, the study in the medial position.	udent says a	word containir	
Given a medial consonant sound, the student says a word containing that sound in the medial position.	199 D: 041			
	Coasonant/Consonant Digraph Sounds: Position Siven a medial consonant sound, the stu			
199 D: 040				
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	_			_			
Consonant Digraph Sounds: Medial	039	(001 (002	002	004	006
Given a medial consonant digraph sound, sound in the medial position.	the stude	ent says	a wor	d cor	ntain	ing	that
0200 D: 041							
Consonant/Consonant Digraph Sounds: Position	041	T	201 0	02	200		Tage 1
		_					006
Given a medial consonant digraph sound, sound in the medial position. Given a medial consonant digraph sound, sound in the medial position. Given a medial consonant digraph sound, sound in the medial position. Given a medial consonant digraph sound, sound, sound in the medial position.							
Consonant/Consonant Digraph Sounds: Position	041	0	01 0	02 0	002	004	007
1 * Given orally a word containing a consonal the position of the consonant digraph so 3 4 5 6	nt digrap	h sound, e word.	the :	stude	ent de	esign	nates
0201				_	_		
Consonant/Consonant Digraph Sounds: Position	041	Ω	01 0	02 0	02	004	008
1 * Given orally a word containing a consona position of the consonant sound in the w 5 6	nt sound,						
0202							

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į

Consonant/Consonant Digraph Sounds: Position 041	001	002	002	004	009
1 * Given orally a word with a consonant sound, the student consonant sound in the word.	says	the p	posit	ion o	the
5 6					
0203					
	001	000	000	001	
	001	002	002	004	010
Given orally a word containing a consonant digraph sound position of the consonant digraph sound in the word.	i, the	stud	lent :	∃ à ys 1	che
0204					
Consonant Sounds: Final 038	001	002	002	004	011
1 * Given a final consonant sound, the student says a word e	ending	with	that	: sour	nd.
0205					·
	001	002	002	004	012
1 * Given a final consonant digraph sound, the student says that sound. 3 4 5 6 6					
0206					

		, ,	
Vowel Sounds: Long	042	001 002	002 005 001
1 * Given orally one or more pairs of words, 2 * vowel sounds in each pair are the same or 3 4 5 6		ys whether	the long
0207			
Vowel Sounds: Short	043	001 002	002 005 002
1 * Given orally one or more pairs of words, 2 * vowel sounds in each pair are the same or 3 4 5 6		ys whether	the short
0208 Vowel Digraph Sounds	044	001 002	002 005 003
Given orally one or more pairs of words, digraph sounds in each pair are the same 5		ys whether	the vowel
0209			•
Vowel Sounds: Same and Different	045	001 002	002 005 004
Given orally one or more pairs of words, sounds in each pair are the same or difference of the same of		ys whether	the vowel
C210 -70-			
-/0 -			

Vowel Sounds: Long	001 602 002 005 005
Given orally two or more words, the students of the students o	
0211	·
Vowel Sounds: Short	043 001 002 002 005 006
1 * Given orally two or more words, the stud 2 * 3 4 5 6	ent says the short vowel sound.
 	
0212	
Vowel Digraph Sounds 1 * Given orally two or more words, the stude 3 * 5 6 6	ent says the vowel digraph sound.
Vowel Sounds: Same and Different	045 001 002 002 005 008
1 * Given orally two or more words, the stude 3 4 5 6	ent says the vowel sound.
h214 -71-	
-/ 1 -	

Vowel Sounds: Long	042 001 072 002 005 009
1 * Given orally three or more words, the vowel sound. 3 4 5 6	
0215 Vowel Sounds: Short	043 001 002 002 005 010
1 * Given orally three or more words, the vowel sound. 3 4 5 6	student says those with the same short
0216 Vowel Digraph Sounds	044 001 002 002 005 011
Given orally three or more words, the digraph sound.	student says those with the same vowel
0217 Vowel Sounds: Same and Different	045 001 002 002 005 012
1 * Given orally three or more words, the sound. 3 4 5 6	
0218	

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Vowel Sounds: Long	042 001 002 002 005 013
1 * Given three or more pictures of objects, 2 * same long vowel sound. 3 4 5 6	the student designates those with the
0219	
Vowel Sounds: Short	043 001 002 002 005 014
1 * Given three or more pictures of objects, 2 * same short vowel sound. 3 4 5 6	
	1
0220	
Vowel Digraph Sounds 1 * Given three or more pictures of objects, the same vowel digraph sound. 3 4 5 6	the student designates those with
0221	·
Vowel Sounds: Same and Different	001 002 002 005 016
Given three or more pictures of objects, same vowel sound.	the student designates those with the

				1			T
Vowel Sounds: Long	042	ال		001;00	2 00	2 005	017
1 * Given orally three or more words, the 2 * long vowel sound.	ne student	says	the	one with	the	differe	nt
5 6			-				
Vowel Sounds: Short	043			001 00	2 100	12 005	1010
		ل		001 00:	_	005	
1 * Given orally three or more words, the short vowel sound.	e scudent	says	the	one with	the	differe	nt
5 .	•						•
	·						
0224					•		
Vowel Digraph Sounds	044			001 100	مملح	2 005	019
Given orally three or more words, the vowel digraph sound.	e student	says	the	one with	the	differe	nt
5 6							
					r		
225							
Vowel Sounds: Same and Different	045			001 002	2 00	2 005	020
1 * Given orally three or more words, the	e student	says	the	one with	the	differe	nt
2 * vowel sound. 3 4							•
5 6						•	
			•				
226							
						-	

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Vowel Sounds: Long	042	001 002	002 005 021
1 * Given three or more pictures of objects, 2 * the different long vowel sound. 3 4 5 6	the student	designates	the one with
0227			
Vowel Sounds: Short	043	001 002	002 005 022
1 * Given three or more pictures, the studen 2 * initial short vowel sound. 3 4 5 6	t designates	the one with	the different
0228			
Vowel Digraph Sounds	044	001 002	002 005 023
1 * Given three or more pictures of objects, 2 * the different initial vowel digraph sound 3	the student	designates t	he one with
0229	,		
5	045	001 002	002 005 024
0229			

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Vowel Sounds: Long	042	001	002	002 005	025
		<u> </u>	 -		
1 * Given orally a word, the student says and 2 * sound.	other word 4	with the	same]	long vowel	•
3					
5 6					
6					
0231					
Vowel Sounds: Short	043	001	002	002 005	026
					
1 * Given orally a word, the student says and 2 * sound.	ther word w	ith the	same s	short vowe	1
3					
5					
6					
0232					
Vowel Digraph Sounds	044	001	002	002 005	027
1 * Given orally a word, the student says and	ther word w	ith the	same v	rowel dior	anh
2 sound.			, , , , , , , , , , , , , , , , , , ,	ower digi	ap
3 4					
3					
6]			•		
6]					
6]					
6]					
0233					·
0233 Vowel Sounds: Same and Different	045	001	002	002 005	028
Vowel Sounds: Same and Different		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3 4 5		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3 4 5		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3 4 5		 -			
Vowel Sounds: Same and Different 1 * Given orally a word, the student says and 2 * 3 4 5		 -			

Vowel Sounds: Same and Different	045		001	002	002	005	029
1 * Given orally two or more words, the students of the sounds are the same or different.	lent de	sig nat e s	wheth	er th	eir m	edial	
4 5							
6							
0235		·	_		<u> </u>	· • · · · · · · · · · · · · · · · · · ·	· ·
Vowel Sounds: Same and Different	045	}	001	002	002	005	030
1 * Given orally a word containing a vowel s 2 * vowel sound and says the word formed.	sound,	the stude	nt su	bstit	utes	anoth	er
5							
6]							
0236	1					1	,
		J		<u> </u>		<u> </u>	
1 2 3 3 3 3 3 3 3 3 3							
5							
							•
				•			
		1	7	T -	1	T	
		Ţ	L	1	1	<u></u>	4
$\frac{1}{2}$							
5 6	•						



Rhyming Words	046	001 002 002 006 001
1 * Given orally three or more words, the stu	dent says tho	se which rhyme.
3 4 5 6		
Rhyming Words	046	001 002 002 006 002
1 * Given orally three or more words, the stu- 2 * rhyme.	dent says the	one word that does not
3 4 5	•	
6		
Rhyming Words	046	001 002 002 006 003
1 * Given orally two or more words, the studen	- -	
3	52,5	or not ency mysse.
5 6		
0239		
Rhyming Words	h46	001 1002 1006 1004
1 * Given orally a rhyming couplet with a rhyming two or more words, the student says the words	ning word miss ord which comp	sing and given orally oletes the rhyme.
5 6		

0240		

Rhyming Words	046	001	002 002	006 005
1 * Given orally a word, the student says 2 * 3 4 5 6	another wor	d which rhy	mes.	•
0241 Rhyming Words 1 * Given orally two or more rhyming words	046 , the stude	001	002 002	006 006
2 * 3 4 5 6 6 6				
0242 Rhyming Words	046	001	002 002	006 008
1 * Given orally two lines of a poem, the in each line rhyme. 3 4 5 6				
Rhyming Words	046	001	002 002	006 009
1 * Given orally the names of three or more objects, the student designates the picts.	e objects a	nd given pio	tures of	those
0244				

Rhyming Words		46		001	002	002	006	010
1 * Given orally two or more rhyming v 2 * an object whose name rhymes with	words, the	stud	ent des	ignat	es a	pictu	re of	
5 6		•						
6								
0245						1		
1					<u> </u>		<u> </u>	<u> </u>
1 2 3 4 5 6								
6								
				٠				
		 T		<u> </u>		1	1	1
1								1
1 2 3 4								
6								
1 2 3								
5 6								
I								

Syntax: Oral	047 001 002 003 001 001
1 * Given orally two simple sentences, al 2 * says the different word.	ike except for one word, the student
2 * says the different word. 3 4 5 6	
O246 Syntax: Cral	047 001 002 003 001 002
1 * Given orally a simple sentence, the s 2 * of the same syntactical function and	student substitutes one word for another says the sentence formed.
2 * of the same syntactical function and 3 4 5 6	
0247	
1 2	
1 2 3 4 5	
6	
1	
1 2 3 4 5	
6	
-81-	

Syntax: Oral	047	,		001	002	003	002	001
1 * Given orally two sentences, alike except 2 * says the different words. 3	for t	wo or	mor	e wor	ds, t	he st	udent	:
2 * says the different words. 3 4 5 6 .								
0248								
Syntax: Oral	047			001	002	003	002	002
1 * Given orally a sentence, the student subs 2 * with others of the same grammatical funct 3 store. I will see you on the bus.) 4 5	titut Lon.	es two	o or	more vill	of i	ts wo	ords the	
6								
3249	1		-			T -	1	1-1
1 2				-	<u> </u>		<u></u>	<u> </u>
3 4 5							•	
61								
					1			
1 2 2								
1 2 3 4 5 6								
								
-82-								

Complete Sentences: Oral	048 00	1 002 003 003 001
1 * Given orally a sentence, the student say 2 * complete. 3 4 5		
0250		
Complete Sentences: Oral	048 001	002 003 003 002
1 * Given instructions to do so, the student past tense. 3 4 5 6	says one or more s	sentences using a
0251		
Complete Sentences: Oral 1 * Given a verb in present tense, the stude 2 * 3 4 5 6	nt says a sentence	
0252	·	·
Complete Sentences: Oral	001	002 003 003 005
1 * Given instructions to do so, the student future tense. 3 4 5 6	says one or more s	sentences using a
0253	•	

Comp	ound Elements: Oral Substitution	049	<u>'</u>	001	002	003	004	001
1 * 1 2 * 3 4 5 6	Given orally a sentence with a compound object, modifier), the student substitute the same, and says the sentence formed. and girls are tall.)	s ano	ther comp	ound	eleme	nt gra	mmat:	
0254								
——	ound Elements: Oral Substitution	049		001	0.02	003	004	002
1 * 2 * 3 4 5 6	Given orally a sentence with a compound a another compound adjective and says the s	dject		stude				
0255	,							
	ound Elements: Oral Substitution	049		001	002	003	004	003
1 * 2 * 3 4 5 6	Given orally a sentence with a compound sentence compound subject and says the sentence with a compound sentence with a c	subjec						
0256								
Comp	ound Elements; Oral Substitution	049		001	003	003	004	004
1 * 2 * 3 4 5 6	Given orally a sentence with a compound compound verb and says the sentence forms		the stude	nt sul	bstit	ites a	nothe	er
0257								

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Compound Elements: Oral Substitution 049 001 002 003 004	005
1 * Given orally a sentence with a compound adverb, the student substitutes anot 2 * compound adverb and says the sentence formed.	her
5 6	
0258	
Compound Elements: Oral Substitution 049 001 002 003 004 0	006
1 * Given orally a sentence with a compound object, the student substitutes another compound object and says the sentence formed. 3 4 5 6	
0259	
Compound Elements: Oral Substitution 049 001 002 003 004 0	007
1 * Given orally a sentence with compound pronouns, the student substitutes another compound pronoun and says the sentence formed. 3 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	
Compound Elements: Use in Sentences 050 001 002 003 004 0	
1 * Given orally a compound subject, the student says a sentence which contains i	1t.
2 * 3 4 5 6 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	·
0261	

			····
Compound Elements: Use in Sentences	050	001 002	003 004 009
1 * Given orally a compound predicate verb, 2 * contains it. 3 4 5 6	the student say	s a senten	ce which
0262		,	· -
Compound Elements: Use in Sentences	050	001 002	003 004 010
1 * Given orally a compound object, the studes 3 4 5 6	ent says a sent	ence which	contains it.
0263		1-1	
Compound Elements: Use in Sentences 1 * Given orally a compound adverb, the stude 3	050] ent says a sent	ence which	1003 1004 1011 1003 1004 1011 1003 1004 1011 1005
			
Compound Elements: Use in Sentences	050	001 002	003 004 012
1 * Given orally a compound pronoun, the students of the stude	dent says и sen	tence whic	h contains it.

Compound Elements: Use in Sentences	050	001 002 003 004 013
1 * Given orally a compound adjective, the 2 *	student says a :	sentence which contains it.
3 4	-	
5		
0266	,	
72.00		
1		
1 2 3 4 5		
5 6		
1		
1 2 3 4		,
5 6		
		·
		·
1		
3		
1 2 3 4 5		
-87-		

Subordinate Clauses and Conjunctions: Oral	051			001	002	003	005	001	
1 * Given orally a subordinate clause, the st	udent	says	a s	enten	ce wh	ich c	o ntai :	ns it	
2 *									
4 5									
6									
0267									
Subordinate Clauses and Conjunctions: Oral	051			001	002	003	005	002	
1 * Given orally a sentence, the student adds	a sul	ordin	nate	clau	se an	d sav	s the		J
2 * sentence formed.						- ,			
4 5									
6									
O268 Subordinate Clauses and Conjunctions: Oral	051			001	002	003	005	003	T ·
1 * Given orally a sentence containing a subo		.a. ole							٥
2 * subordinate clause.	ruma	.e C12	iuse	, Lile	stua	ent s	ays L	ile	
4									
6									
		•	•						
									•
0269									
	051			001	002	003	005	001	T -
Subordinate Clauses and Conjunctions: Oral		j		001_				1004	_
1 * Given orally a sentence containing a subo 2 * says the conjunction.	rdinat	e con	junc	tion	, the	stude	ent		
3 4									
5									
2070									
0270		-	_						-
-88-									

Subordinate Clauses and Conjunctions: Oral	051	001 002 003 005 005
1 * Given orally a subordinate conjunction, the contains it. 3 4 5 6	٠	
0271 Compound Sentences: Oral	052	001 002 003 005 006
1 * Given orally two simple sentences, the study a coordinating conjunction. 3 4 5 6		
O272 Compound Sentences: Oral 1 * Given orally a compound sentence, the stude of t	052 ent says the	001 002 003 005 007 two simple sentences.
Compound Sentences: Oral 1 * Given orally a compound sentence, the student st	052 ent says the o	001 002 003 005 008 coordinating conjunction.
3 4 5 6	•	

Prepositions: Oral Usage	053	001 002	003 006 001
1 * Given orally a preposition, the student	says a sentence	containi	ng it.
Given orally a preposition, the student 3 4 5 6			
5			
0			
1			
0275		T	
Prepositions: Oral Usage	053	001 002	,
Given orally a sentence, the student add sentence formed.	is a preposition	al phrase	and says the
4			
6			
0276			
1			
1 2 3 4			
6			
		 	
$\left \frac{1}{2} \right $			
3 4			
1 2 3 4 5 6			
			,
-90-			

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Determiners	054	001 002 003 007 001
1 * Given orally two sentences, alike ex student says the determiners which d	cept for one or n iffer.	nore determiners, the
0277		
Determiners	054	001 002 003 007 002
1 * Given orally two sentences, alike excess as says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes the results as a says how the difference changes as a says has a say	cept for the dete meanings of the t	erminers, the student wo sentences.
0278		
Determiners	054	001 002 003 007 003
1 * Given orally a determiner, the studer 2 * 3 4 5 6	nt says a sentenc	e containing it.
0279		
1 2 3 4 5 6		
-91-		

A(11	055	00:	7	,
Auxiliary Words	055	001 002	003 + 008	1001
Given orally two sentences alike except says the different auxiliaries. Compared to the com	for the auxilia	ary verbs,	th e stud en	t
0280				
Auxiliary Words	055	001 002	03 008	002
1 * Given orally two sentences, alike except says how the meanings of the sentences of the	for the auxil:	iary verb,	the studen	t
0281			 -	
Auxiliary Words	055	001 002	003 008	003
1 * Given orally a sentence with an auxiliar another auxiliary verb and says the sent 3 4 5 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	y verb, the stuence formed.	dent subst	itutes	· · · · · ·
Auxiliary Words	b55	001 002	003 008	h04
1 * Given orally an auxiliary verb, the stud 2 * 3 4 5 6	en t sa ys a se nt	ence conta	ining it.	

Sentence Types: Oral Transformations	056		001	002	003	009	001
1 * Given orally sentences, the student says 2 * interrogative, exclamatory, imperative). 3 4 5 6	their	types	(e.g. (ieclar	ative	,	
0284	1 1		- 1	 -	1	Τ	 1
Sentence Types: Oral Transformations	056		001	002	003	009	002
1 * Given orally a sentence, the student transport (e.g. declarative, interrogative, exclams sentence formed. 5 6	atory,	s it ir impera	ico a s _i	peciti and sa	ed ty	rpe ie	
Sentence Types: Oral Transformations	056		001	002	003		003
1 * Given orally a declarative sentence, the question and says it. 3 4 5 6	studen	it tr a n	nsforms	it in	to a		
0286					_		-
Sentence Types: Oral Transformations	056		001	002	003	009	004
Given orally a question, the student transers sentence and says it.	sforms	it in	to a d€	eclara	tive		

Plural and Singular	057	001 002 004 001 001
1 * Given orally two or more words, the 2 * which are plural. 3 4 5 6	student says whic	th are singular and
0288		
Plural and Singular	057	001 002 004 001 002
1 * Given orally a singular word, the s 2 * 3 - 4 - 5 - 6 -	tud e nt says its pl	ural.
	·	
Plural and Singular	057	001 002 004 001 003
1 * Given orally a plural word, the students of the students o		
0290	_	
Plural and Singular	057	001 002 004 001 004
1 * Given one or more objects (or picture name(s) in both singular and plural 5 6	res of objects), t forms.	he student says their

Plural and Singular	057	001 002 004	4 001 005
1 * Given a picture of two or more objects we says the plural form of their name. 3 4 5 6	which are the s	ame, the studer	nt
0292	1		
Plural and Singular	057	001 002 004	001 006
1 * Given two or more objects which are the form of their name. 3 4 5 6	same, the stud	ent says the pl	lural
0293			
Plural and Singular	057	001 002 004	001 007
Given orally a sentence with singular wo forms and says the sentence formed.	rds, the stude	nt substitutes	plural
0294			
Plural and Singular	057	001 002 004	001 008
Given orally a sentence with one or more the singular form(s) of the word(s) and 3 4 5 6	plural words, says the senter	the student sunce formed.	bstitutes

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Verb	Forms	058	001 002 0	04 002 001
1 * 2 * 3 4 5 6	Given orally a question, the student say agrees with the subject in number.	y s 'an answer us	ing a verb fo	rm that
0206				•
0296 Verb	Forms	058	001 002 0	04 002 002
1 * 2 * 3 4 5 6	Given orally a verb form, the student sa	ays a sentence	with the verb	form.
0297				
	Forms	058	001 002 0	04 002 003
2 *	Given orally a verb form and given orall completes the sentence with the correct formed.	ly an incomplet form of the ve	e sentence, the send says the	he student he sentence
0298				
1 2 3 4 5 6		•	• ·	

Contractions			059		001	002	004	003	001
1 * Given orally 2 * 3	a contraction,	the student	says tl	ne two w	ords t	hat f	orm i	t.	
5									
0299		·			 -				,
Contractions			059		001	002	004	003	002
1 * Given orally 2 * 3 4 5	two words, the	student says	their	contrac	tion.				
6									
0300					·	-	_ -	1 -	
Contractions			059	ļ	001	002	004	003	003
1 * Given orally 2 * 3 4 5	a contraction,	the student	says a	sentence	e cont	ainin	g it.		
0301		·		Γ		Ī		. 	T
1 2 3 4 5 6					L	<u>l</u>	1		
								•	

Compound Words	060	001	002	004	004	001
1 * Given orally a compound word, the studen 2 * 3 4 5 6	t says its two	parts.				
0302						
Compound Words	060	001	002	004	004	002
1 * Given orally two words, the student says 3 4 5 6	the compound w	word fo	rmed	from	them	•
0303		1				1
Compound Words 1 * Given two pictures of objects, the student their names. 3 4 5 6	060 de la compo					003
Ž.						
Compound Words	060	001	002	004	004	004
1 * Given orally a compound word, the student 3 4 5 6						

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Compound Words				_	0	50		001	002	004	004	005
1 * Given orally 2 * 3 4 5 6	two c	or more	words,	the	student	says	which	are	сотроц	and wo	rds.	
0306 1 2 3 4 5 6						J						
1 2 3 4 5 6							<u>.</u>					
1 2 3 4 5 6									<u></u>		Ţ	
)		_						

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				·			
Positive, Comparative, Superlative	061		001	002	004	· 00 5	001
1 * Given orally an adjective, the student satisfies forms. 3 4 5 6	nys its	compara	tive	and s	uperl	ative	
0307		·					
Positive, Comparative, Superlative	061		001	002	004	005	002
1 * Given instructions to do so, the student form of an adjective. 3 4 5 6	says a	sentence	usi	ng the	e pos	itive	
0308	·		-	Ţ-			†
Positive, Comparative, Superlative	061	•	001	002	004	005	003
1 * Given instructions to do so, the student 3 * 4 * 5 * 6 * * * * * * * * * * * * * * * *	says s	entences	with	compa	arati	ve fo	rms.
Positive, Comparative, Superlative	061		001	002	004	005	004
1 * Given instructions to do so, the student 2 * 3 4 5 6	says s	entences	with	super	rlati	ve for	rms.

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Positive, Comparative, Superlative	061	001	002	004	005	005
1 * Given orally an adjective, the student : 3 4 5	says its	comparative	form.			
6						
0311			,		,	
Positive, Comparative, Superlative	061	001	002	004	005	006
1 * Given orally an adjective, the student s 3 4 5 6	says its	superlative	form.			
	•					
0312			_		_	
Positive, Comparative, Superlative	061	001	002	004	005	00.7
1 * Given orally a superlative form of an add form. 3 4 5 6	ljective,	, the student	says	its	pos i ti	ive
0313	- 			-		· ·
Positive, Comparative, Superlative	061	001	002	004	005	800
1 * Given orally a superlative form of an ad and comparative forms. 3 4 5 6	ject iv e,	the student	says	its	positi	ve

Positive, Comparative, Superlative	061		001	002	004	005	009
1 * Given orally a superlative form of an comparative form. 3 4 5	adjective,	the	student	says	its		
6							
0315	- [[-	_					1
Positive, Comparative, Superlative	061		001	0 02	004	005	010
1 * Given orally a comparative form of an form. 3 4 5 6	adjective,	the	student	says	its	posit	ive
	,						
316					<u> </u>	1	
Positive, Comparative, Superlative 1 * Given orally a comparative form of an superlative form. 3 4 5 6	061 adjective,	the		says	its	1005	1011
Positive, Comparative, Superlative	h61		00.1	002	004	005	012
Given orally a comparative form of an and superlative forms. Given orally a comparative form of an and superlative forms.	adjective,	the	student	says	its	posit	ive
							

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Fostitive, Comparative, Superlative 061 001 002 004 00 1 * Given orally a question with an adjective in it, the student says an answ using the adjective. 0319 Positive, Comparative, Superlative 061 001 002 004 00. 1 * Given orally a question with a comparative form of an adjective in it, the student says the answer using the comparative form of the adjective. 0320 Positive, Comparative, Superlative 061 001 002 004 00. 1 * Given orally a question with a superlative form of an adjective in it, the student says the answer using the superlative form of the adjective in it, the student says the answer using the superlative form of the adjective in it, the student says the answer using the superlative form of the adjective.	5 013 er
2 * Jacobs Superlative	2 r
Positive, Comparative, Superlative 061 001 002 004 00. 1 * Given orally a question with a comparative form of an adjective in it, the student says the answer using the comparative form of the adjective. 0320 Positive, Comparative, Superlative 061 001 002 004 005 1 * Given orally a question with a superlative form of an adjective in it, the student says the answer using the superlative form of the adjective.	
Given orally a question with a comparative form of an adjective in it, the student says the answer using the comparative form of the adjective. Positive, Comparative, Superlative Given orally a question with a superlative form of an adjective in it, the student says the answer using the superlative form of the adjective.	·
Student says the answer using the comparative form of the adjective. O320	014
Positive, Comparative, Superlative 061 001 002 004 005 1 * Given orally a question with a superlative form of an adjective in it, the student says the answer using the superlative form of the adjective.	
2 * student says the answer using the superlative form of the adjective.	015
0321	
1 2 3 4 5 6	

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	 -		
Possessive Nouns	062	061 00	02 004 006 001
1 + 0			
$\frac{1}{2}$ Given orally a phrase, the students	lent says the pos	sessive noun.	
3			
4			
5			
6			
			•
0322			
Possessive Pronouns	063	001 0	02 004 006 002
1 * Given orally a phrase, the stud	lent says the nos	sessive pronoun.	
2 *	ent buys ene pos	bessive promoun.	
3			
4			
5			
<u>-1</u>			
•	•		
0323			
Possessive Nouns	062	001 00	2 004 006 003
$\frac{1}{2}$ Given orally a sentence, the st	udent says the p	ossessive noun.	
3 1			
4			
5			•
6			
·			

0324			
Possessive Pronouns	063	1001 100	12 1004 1006 1004
1 * Given orally a sentence, the st	udent savs the n	ossessive pronou	ın.
2 *		promot	
3			
4			
5			
	•		
0325			
	-104-		

Possessive Nouns	062 001 002 004 006 005
1 * Given orally a possessive noun, the study 3 4 5 6	dent says a sentence using it.
0326	
Possessive Pronouns	063 001 002 004 006 006
1 * Given orally a possessive pronoun, the 2 * 3 4 5 6	student says a sentence using it.
0327 Possessive Nouns	062 001 002 004 006 007
1 * Given orally a sentence with a possessive another possessive noun and says the sentence with a possessive sentence with a possessive another possessive noun and says the sentence with a possessive another possessive noun and says the sentence with a possessive another possessive noun and says the sentence with a possessive another possessive noun and says the sentence with a	
0000	
0328 Possessive Pronouns	063 001 002 004 006 008
1 * Given orally a sentence with possessive other possessive pronouns and says the sentence with possessive pronouns and says the sentence with possessive other possessive pronouns and says the sentence with possessive other possessive pronouns and says the sentence with possessive other possessive pronouns and says the sentence with possessive other possessive pronouns and says the sentence with possessive pronouns and says the sentence with possessive other possessive pronouns and says the sentence with possessive pronounce pronounce with possessive pronounce pronounce with possessive pronounce	
0329	

D	1040	
Possessive Nouns	062	001 002 004 006 009
1 * Given orally a phrase with a possessing possessive noun and says the phrase of the	ive noun, the stuformed.	dent substitutes another
	•	
0330		
Possessive Pronouns	063	001 002 004 006 010
1 * Given orally a phrase with a possessi another possessive pronoun and says to 5	ive pronoun, the	student substitutes
5 6		
0331		
Possessive Pronouns	063	001 002 004 006 011
1 * Given orally a question containing a the answer using it. 3 4 5 6	possessive prono	un, the student says
0332		
Possessive Nouns		001 002 004 006 012
1 * Given orally a question containing a answer using it. 3 4 5 6	possessive noun,	the student says an
0333		

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			1	т		
Verb	Agent	064	001	002	004 00	7 001
1 * 2 * 3 4 5 6	Given orally a verb, the student says the bake-baker, race-racer).	correspondi	ng ve rb	agen	t (e.g.	
0334 Verb	Agent	064	001	002	004 00	07 002
1 * 2 * 3 4 5 6	Given orally a verb agent, the student sa	ys a sentenc	e using	it.		
	Agent Given orally a sentence missing a verb ag sentence using the verb agent and says th	064 ent, the stu e sentence f	001 dent coormed.	002	004 00 es the	003
0336						
1 2 3 4 5 6						

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Inflected Words	065	001 002 00	4 008 001
1 * Given orally a word with its inflection of the inflected words. (e.g. shop, shops, sl	op p in g		
0337			
Inflected Words	065	001 002 00	4 008 002
1 * Given orally an inflected word, the study of the stud	udent says a s	entence using it	
0338		 	
Inflected Words	065	001 002 00	4 1008 1003
1 * Given orally an incomplete sentence, and a specified inflection, the student complete sentence, and a specified inflection and says with the specified inflection and says 6	npletes the se	ntence using the	
0339			
1 2 3 4 5 6			

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BODY AWARENESS

001 003



Body	Parts								066			001	003	001	001	000
1 *	Given	orally	-the	n am e	of a	a body	part,	the	stude	nt p	oint	s to	it on	hims	elf.	
3																
5																
6																
0340									,					, 	,	
Body	Parts								066	•		001	003	001	002	000
1 *	Given	orally	the	name	of a	a body	part,	the	stude	nt p	oints	s to	it on	some	one e	lse.
3																
5																
81																
0341							·		1				T	T.		
	Parts								066			001		001		1000
1 *	Given	orally	the	name	of a	body	part,	the	stude	nt p	oints	s to	it in	a pi	cture	•
3			•													
6																
							٠									
0342 Body	Parts				_				066	_		001	003	1001	004	000
1 *		orally	the	name	of a	bodv	part.	the		nt d			-			
2 3					-	- y	,				~~- ~			- - P		= -
4 5																
6																
									•							
0343																
							-110	-		•						

Body Parts	066	001 003	001 005	000
1 * Given a picture of a body part, the s	tudent says its n	ame.		
3			•	
5				
6				
0344				
Body Parts	066	001 003	001 006	000
1 * Given a picture of a body, the studen			-	
2 3	the name of	r a specifi	ed body pa	11.
4 5				
6				
	·			
0015				
Body Parts	066	001 003	001 007	000
1 * Given orally the name of a part of th				
2	e body, the stude	ne says res	rune crom.	1
3 4				
5 6				
	,			
0346	hee	001 000	001 000	1000
Body Parts	<u></u>	001 1003	1001 1008	
1 * Given orally a description of a part	of the body, the	student say	s its name	· •
3 4				
5				
0347				
-111	_			

Body Parts		_				066	 001	00)3	001	009	000
	picture v	vith a	missing	body	part,							-300
0348						1	 	1		•		
1 2 3 4 5 6		•					L		1			
						· 	 T	<u> </u>		—	 	
1 2 3 4 5 6									- -			-
					 		 		-			
1 2 3 4 5 6											1	
C.				-11:	2-							

1 D	1 1	
Position and Direction in Space	067	001 603 002 002 000
Given orally a word representing spatistudent points to an object in that di		ft, right), the
Position and Direction in Space	067	001 003 002 003 000
		
Given orally a word representing spatial the student points to an object in that 4	al position (e.g. t position.	in, under, on etc.),
0350		T
Position and Direction in Space	067	001 003 002 004 000
1 * Given orally the name of an object, the		
1 * Given orally the name of an object, the location (e.g. to the left, to the right) 3 4 5 6	e student says th	e direction of its
location (e.g. to the left, to the right)	e student says th	e direction of its
location (e.g. to the left, to the right)	n67	e direction of its
location (e.g. to the left, to the right)	nt).	001 003 002 005 000

VISUAL SKILLS

001 004 .



	068		001	004	001	001	001
1 * Given an object, the student points to	a pictur	e of it.					
3 4							
5							
اسيطية							
0353							
Visual Discrimination	068		001	004	001	001	002
1 * Given three or more objects, the stude	nt design	ates the	one	whi ch	is		<u>• </u>
different.							
4 5 6							
0354							
Visual Discrimination	068		001	004	001	001	003
1 * Given three or more pictures of object	s, the st	udent de	signa	tes o	ne wh	i ch	
is different.							
		•					
3 1 1 4 1 5 5 1 1		٠					
3 4 5		•					
3 4		·					
3 4 5 6		•					
3 4 5 6 6	068		001	1004	001	001	1004
0355 Visual Discrimination	068			004	001	001	004
3 4 5 6 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9							004
3 4 5 6 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9							004
3 4 5 6 6 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9							004
3 4 5 6 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9							004
3 4 5 6 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9							004
3	backgroun						004

Visual Discrimination	068	1	001	004	001	001	005
1 * Given a visual detail with a background designates the detail.	of com	peting st		, the	stud	ent	
5 5 6							
6							
0357	-	т			1 -	, - -	, T
Visual Discrimination	068	}	001	004	001	001	006
Given three or more objects, the student 3 4 5	point:	s to thos	se tha	t are	the	same.	
6							
•							
0358							
Visual Discrimination	068		001	004	001	001	007
1 * Given three or more pictures of objects, are the same.	the s	tudent de	esigna	tes t	hose	that	
<u>4</u> <u>5</u> <u>6</u> <u>-</u>						•	
0359		1			1		,
Visual Discrimination	068	1	001	1004	001	1001	2008
1 * Given complete and incomplete copies of designates the missing parts.	the sar	ne pictur	e, th	e stu	dent		
designates the missing parts. designates the missing parts.							
0360 -116-				-			

	7	, , , , , , , , , , , , , , , , , , , 	
Visual Discrimination	068	001 004	001 001 009
1 * Given an incomplete picture, the student 2 3 4	designates the	missing p	art(s).
5		·	
0361			
Visual Discrimination	068	001 001	
	068	001 004	001 001 010
Given two pictures, the student designates Given two pictures, the student designates Given two pictures, the student designates	the details wh	nich ar e di	ifferent.
0362			
Letters, Words, Sentences: Allographs	069	001 004	001 001 011
1 * Given a letter, the student designates the 3 - 4 - 5 - 6	e letter.		
2262			
0363 Letters, Words, Sentences: Allographs	069	004	001 001 013
Given a word, the student designates the w	ord.		
2254			

	<u> </u>		, , -				
Letters, Words,	, Sentences: Allograp	hs 069		001 00	001	001	015
1 * Given a se 2 * 3 4 5 6	entence, the student	designates the s	entence.				
0365							
Letters, Words,	Sentences: Allograph	ns 069	C	001 004	001	001	017
1 * Given a le 2 * 3 4 5 6	tter combination, the	e student design	ates the le	etter co	ombinat	ion.	
1							
0366	Contained Allered				1		j - T
Letters, Words,	Sentences: Allograph tter combination, the			with th		001 er	018
Letters, Words, 1 * Given a letters combination 3 4 5 6	tter combination, the					<u> </u>	018
Letters, Words, 1 * Given a letters combination 3 4 5 6	tter combination, the					<u> </u>	018

Flash Presentation of Visual Stimuli 070 001 004 001 002 001 1 *			 	-		
O368 Flash Presentation of Visual Stimuli 070 001 004 001 002 002 1 * Given a flash presentation of a letter, the student says its name. O369 Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * Given a flash presentation of an object, the student says its name. O370 Flash Presentation of Visual Stimuli 070 001 004 001 002 004 1 * Given a flash presentation of a pair of objects, the student says whether they are the same or different.	Flash Presentation of Visual Stimuli 070	001	004	001	· 00 2	001
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 X	121	it.				
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 X Given a flash presentation of a letter, the student says its name. X Given a flash presentation of Visual Stimuli 070 001 004 001 002 003 X Given a flash presentation of in object, the student says its name. X Given a flash presentation of in object, the student says its name. X Given a flash presentation of visual Stimuli 070 001 004 001 002 004 X Given a flash presentation of a pair of objects, the student says whether they are the same or different.	3 4					
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 X Given a flash presentation of a letter, the student says its name. X Given a flash presentation of Visual Stimuli 070 001 004 001 002 003 X Given a flash presentation of in object, the student says its name. X Given a flash presentation of in object, the student says its name. X Given a flash presentation of visual Stimuli 070 001 002 004 001 002 004 X Given a flash presentation of a pair of objects, the student says whether they are the same or different.	5					
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 1 * Given a flash presentation of a letter, the student says its name. 0369 Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * 2 1 3 4 3 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6						
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 1 * Given a flash presentation of a letter, the student says its name. 0369 Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * 2 1 3 4 3 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6						
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 1 * Given a flash presentation of a letter, the student says its name. 0369 Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * 2 1 3 4 3 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6				,		
Flash Presentation of Visual Stimuli 070 001 004 001 002 002 1 * Given a flash presentation of a letter, the student says its name. 0369 Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * 2 2 3 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	0368					
Given a flash presentation of a letter, the student says its name. 1		001	004	001	002	002
O369 Flash Presentation of Visual Stimuli O70 001 004 001 002 003 1 * 2 3 4 5 5 5 5 5 5 5 5 5					1002	1002
Given a flash presentation of Visual Stimuli A	2	ys its	name	•		
Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * Given a flash presentation of an object, the student says its name. 0370 Flash Presentation of Visual Stimuli 070 001 004 001 002 004 1 * Given a flash presentation of a pair of objects, the student says whether they are the same or different.	4					
Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * Given a flash presentation of an object, the student says its name. 0370 Flash Presentation of Visual Stimuli 070 001 004 001 002 004 1 * Given a flash presentation of a pair of objects, the student says whether they are the same or different.	[5]					
Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * Given a flash presentation of an object, the student says its name. 0370 Flash Presentation of Visual Stimuli 070 001 004 001 002 004 1 * Given a flash presentation of a pair of objects, the student says whether they are the same or different.						
Flash Presentation of Visual Stimuli 070 001 004 001 002 003 1 * Given a flash presentation of an object, the student says its name. 0370 Flash Presentation of Visual Stimuli 070 001 004 001 002 004 1 * Given a flash presentation of a pair of objects, the student says whether they are the same or different.						
Flash Presentation of Visual Stimuli Civen a flash presentation of an object, the student says its name. O370 Flash Presentation of Visual Stimuli Given a flash presentation of a pair of objects, the student says whether they are the same or different.						
Flash Presentation of Visual Stimuli Civen a flash presentation of an object, the student says its name. O370 Flash Presentation of Visual Stimuli Given a flash presentation of a pair of objects, the student says whether they are the same or different.	0260					
Civen a flash presentation of an object, the student says its name. 7 7 7 7 7 7 7 7 7 7 7 7 7		001	004	00.1	002	003
O370 Flash Presentation of Visual Stimuli Given a flash presentation of a pair of objects, the student says whether they are the same or different.				_		ليستعطنكن
O370 Flash Presentation of Visual Stimuli A Given a flash presentation of a pair of objects, the student says whether they are the same or different. Given a flash presentation of a pair of objects, the student says whether they are the same or different.		ays it	s name	2.		
Flash Presentation of Visual Stimuli Given a flash presentation of a pair of objects, the student says whether they are the same or different. Given a flash presentation of a pair of objects, the student says whether they are the same or different.				-		
Flash Presentation of Visual Stimuli Given a flash presentation of a pair of objects, the student says whether they are the same or different. Given a flash presentation of a pair of objects, the student says whether they are the same or different.	5				•	
Flash Presentation of Visual Stimuli A Given a flash presentation of a pair of objects, the student says whether they are the same or different. The student says whether they are the same or different.		_				•
Flash Presentation of Visual Stimuli A Given a flash presentation of a pair of objects, the student says whether they are the same or different. The student says whether they are the same or different.		•				
Flash Presentation of Visual Stimuli A Given a flash presentation of a pair of objects, the student says whether they are the same or different. The student says whether they are the same or different.						
Flash Presentation of Visual Stimuli A Given a flash presentation of a pair of objects, the student says whether they are the same or different. The student says whether they are the same or different.	0370					
Given a flash presentation of a pair of objects, the student says whether they are the same or different.		001	00/	001	000	201
they are the same or different.						
3	they are the same or different.	udent	says	wheth	er	
5 6 1	3					
	5					,
		•				•
\$2.71 \	0071			•		

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Flash Presentation of Visual Stimuli	070	001 004 001 002 005
Given flesh presentation of two or mo says whether each pair is the same or 3 4 5 6	re pairs of le different.	etters, the student
0372 Flash Presentation of Visual Stimuli	070	001 004 001 002 006
Given a flash presentation of an incosays the name of the object.	mplete picture	e of an object, the student
Flash Presentacion of Visual Stimuli Given a word in a timed flash present	070 ation, the stu	001 004 001 002 007 odent designates the word.
0374		
Flash Presentation of Visual Stimuli Civen a word in a timed flash present The state of the st	ation, the stu	dent prints the word.
0375		

Flas	h Pres	entati	on o	of V	isual	Stimu	li		070		001	00	4	0 01	0 02	010
1 * 2 3 4 5 6	Given	a wor	d in	a	timed	flash	preser	ntation	, the	student	wri	tes (the	e wor	d.	
0376										,		-				1
1 2 3 4 5 6					· <u>*</u>						L .	<u> </u>				
1 2 3																
5 6																
1 2 3 4 5 6			_													
	<u>.</u>				_		-121	<u>. </u>								

Spatial Relations	071	001 004 001 003 001
1 * Given three or more geometrical figures designates the two that are the same. 3 4 5 6	variously rot	ated, the student
0377		
Spatial Relations	071	001 004 001 003 002
1 * Given three or more letters variously rotwo that are the same. 3 4 5 6	t ated, the st	udent designates the
	•	
0378		
Spatial Relations	071	001 004 001 003 003
Given three or more objects seen from disconnected designates the two that are the same.	fferent perspo	ectives, the student
0379		
1 2 3 4 5 6		



Visual Memory	072	001	004 002	001 000
1 * Given an arrangement of objects which re-creates (copies) the arrangement. 3 4 5 6	is then scra	umbled, the	student	
0380 Visual Memory	072	001	004 002	002 000
Given an arrangement of objects which: (copies) the arrangement.	is then remo	oved, the st	ude:t re-d	creates
Visual Memory 1 * Given two or more objects twice, with of the student says the name of the object			004 002 second to	
3 4 5 6				
Visual Memory 1 * Given one or more objects twice, with of student says the name of the object which		dded the se	004 002	
student says the name of the object white says the object white says the object white says the object white says the object white says the obj	ccn was adde	a.		
0383				

		1	:	1 1		,	:
Flash Presentation of Visual Stimuli	070	001	004	002	005	000	;
Given a flash presentation of an object, object (or a picture of the object) when							
0384 D: 372						 -	┑
Visual Memory	072	001	004	002	005	000	ل
Given a flash presentation of an object, object (or a picture of the object) when 4 5 6							
0384 D: 070 Flash Presentation of Visual Stimuli	072	001	004	002	006	000	
1 * Given an object which is then hidden, the about) the object. 3 4 5 6	e stu den t des	cribes	(s a ys	thing	ţs		
Flash Presentation of Visual Stimuli 1 * Given a picture which is then hidden, the about) it. 3 4 5 6	072 e student desc	001 cribes	<u>—</u>		007 s	000	Ţ



0386

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	1		
Visualization Skills	073	001 004 003 001 00	00
1 * Given an object kinesthetically but not 2 3 4 5 6	visually, the	e student says its name.	
0387		· · · · · · · · · · · · · · · · · · ·	
Visualization Skills	073	001 004 003 002 00	0
1 * Given orally phrases describing an object 3 4 5 6	ct, the stude	nt says its name.	
0388			
Visualization Skills	073	001 004 003 003 00	لــــــــــــــــــــــــــــــــــــــ
Given a disassembled picture puzzle, the	e student asse	embles it.	
			7
Visualization Skills 1 * Given a picture of part of an object, the state of the st	h73 ne student say	on look loos look loo	

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COORDINATION SKILLS

001 005



Eye-Hand Coordination	074		001	005	001	001	000
Given a book, the student holds it in a coor 'ooking at pictures.	orrect	positio	n for	read	ling		
0391 Eye-Hand Coordination	074		001	005	001	002	
1 * Given a book, the student turns the pages 2 3 4 5 6	اـــــــــــا	ctly.	001	1003	1001	002	000
0392 Eye-Hand Coordination	074		001	005	001	003	000
1 * Given two or more objects in a particular another set of objects in the same arrange 5 6	arran	gement,					1600-1
0393 Eye-Hand Coordination	p 74		001	005	001	004	000
The student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws a simple of the student draws as simple of the student draw	e pict	ure (i.e	a	line	drawi	ng).	

Eye-Hand Coordination	074	001 005 001 005 000
1 * Given a pencil and given a picture, the 2 3 4 5 6	student copies	s the picture.
0395 Eye-Hand Coordination	074	001 005 001 006 000
1 * Given a picture and given one or more cr		<u> </u>
0396 Eye-Hand Coordination	074	001 005 001 007 000
1 * Given orally a sequence of steps, the st sequence. 3 4 5 6		
0397		
1 2 3 4 5 6		

DECODING SKILLS
002



RECOGNIZE AND USE LETTERS OF THE ALPHABET

002 001



Manuscript Letters: Recognition	075	002 001	001 001 000
Given an upper case manuscript letter, letter.	the student says	the name	of the
0398	075	002 001	001 002 000
Manuscript Letters: Recognition 1 * Given an upper or lower case manuscript of the letter. 3 4 5 6			
0399	· · · · · · · · · · · · · · · · · · ·	1	
Manuscript Letters: Recognition 1 * Given an upper case manuscript letter, 2 a manuscript alphabet chart. 3	075 the student poin	ts to the	
5 6			
0400	h74	002 001	201 204 200
Manuscript Letters: Case Correspondence 1 * Given an upper case manuscript letter, lower case form (in any context). 3 4 5 6		ts to its	
0401			

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Manuscript Letters: Case Correspondence	076	·	002 001	001 005	000
1 * Given a manuscript letter, the student po 2 * or lower case form.	ints to	its co	rrespondin	g upper	
3 4					
5 6					
0402			, 	,	
Manuscript Letters: Case Correspondence	076		002 001	001 006	000
Given an upper or lower case manuscript 10 $\frac{2}{3}$ k letter on a manuscript alphabet chart.	etter, t	he stud	lent point	s to the	
5					
6					
	·				
0403					
Manuscript Letters: Case Correspondence	076		002 001	001 007	000
1 * Given a lower case manuscript letter, the	•	points			
2 * upper case form (in any context).		•		· · · · · · · · · · · · · · · · · · ·	0
5					
61					
				:	•
0404			<i>:</i>		
Manuscript Letters: Recognition	075	,,,	002 001	500 (00	000
1 * Given three or more upper case manuscript	lett er s,				
2 letters are the same and which are different	ent.		_		
5					
6					
0405					

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Manuscript Letters: Recognition	075	002 001 001 009 000
1 * Given two or more upper case manuscript 2 letter that is named. 3	letters, the st	udent points to a
5 6		
0406		T T T T T T
Manuscript Letters: Recognition	075	002 001 001 010 000
1 * Given two or more lower case manuscript 2 letter that is named. 3	letters, the st	ud e nt points to à
4 5		
6		
0407	1-1	
Manuscript Letters: Recognition	075	002 001 001 011 000
1 * Given two or more upper and lower case to a letter that is named.	manuscript lette	ers, the student points
4		
5 6		
0408		, , , , , , , , , , , , , , , , , , ,
Manuscript Letters: Recognition	075	002 001 001 012 000
1 * Given two or more words in manuscript, begins with a specified letter.	th e stude nt poir	its to a word(s) that
3 4		
5		*
		·
0409		

			-, -				
Manuscript Letters: Case Correspondence	076	1	002	001	001	013	000
1 * Given a manuscript letter, the student or lower case. 3 4 5 6	says who	ether the	letto	er is	uppe	r	
0410							
Manuscript Letters: Recognition	075		002	001	001	014	000
Given a word in manuscript, the student the word in the order of occurrence.	: says tl	ne names	of the	e let	ters	in	-
0411			<u> </u>		 .		•
Manuscript Letters: Recognition	075	·	002	001	001	015	000
Given three or more lower case manuscriare the same and which are different.	pt letto	ers, the	st ude	nt sæ	ys wh	ich	
Manuscript Letters: Recognition	075		002	001	001	016	000
Given three or more upper and lower cas says which are the same letter. 3 4 5 6		ript let		-	_		· ·
0413					,		

				
Manuscript Letters: Re	ecognition	075	002 001	001 017 000
1 * Given a lower calletter. 3 4 - 5 6	ise manuscript letter,	, the student says	the name of	the
0414				
Manuscript Letters: Re	cognition	075	002 001	001 018 000
1 * Given orally the letter named.	name of a letter, th	e student designa	es the manu	script
0415				
Manuscript Letters: Re	cognition	075	002 001	001 023 000
	se manuscript letter,			
1 2 3 4 5 6				,
				
	-135-	•		

Cursive Letters: Recognition	078	002 001	002 001 000
1 * Given a lower case letter in cursive scri 2 * 3 4 5 6	pt, the studen	t says its	name.
		:	
Manuscript-Cursive Correspondence	077	002 001	002 002 000
1 * Given an upper case letter in cursive scr 2 * 3 4 5 6			
0418 D: 078	· ·		
Cursive Letters: Recognition	078	002 001	1002 1002 1000
1 * Given an upper case letter in cursive scr. 3 + 5 6	ipt, the stude	nt says it	s name.
0418 D: 077		 -	, , , , , , , , , , , , , , , , , , ,
Cursive Letters: Recognition	h78	002 001	002 003 000
Given an upper or lower case letter in cur name.	rsive script,	the studen	t says its

Cursive Letters: Recognition	078	002 00	1 002	004	000
# Giver a lower case letter in cursical telegration of the letter on a cursive alphabet chart is a second of the letter of the l		id e nt points	to the		
420				·	
ursive Letters: Recognition	078	002 00	1 002	005	000
21			- 1-	т	
ursive Letters: Recognition	078	002 00	1 002	006	000
d * Given an upper or lower case lette to it on a cursive alphabet chart.		ot, the stud	ent poi	nts	
rsive Letters; Recognition	078	002 00	1 002	007	000
# Given two or more words in cursive that begins with a specified letter	script, the stude				

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Full Text Provided by ERIC

dursive Letters: Case Correspondence	079	002 001	002 010 000
Given a lower case letter in cursive corresponding upper case cursive form			o its
	·		
424			
ursive Letters: Case Correspondence	079_	002 001	002 011 000
* Given an upper case letter in cursive corresponding lower case form (in any		tudent points	to its
· .			
425			
rsive Letters: Case Correspondence	079	002 001	003 012 000
diven an upper case letter in cursive to the corresponding lower case cursive form		tudent points	to its
426			, , , , , , , , , , , , , , , , , , ,
ursive Letters: Recognition	078	002 001	1 ₀₀₂ 1 ₀₁₃ 1 ₀₀₀ 1
* Given three or more lower case letter	s in cursive s	cript, the stu	dent says
which are the same.			
	•		

Cursive Letters: Recognition	078		002	001	002	014	000
1 * Given two or more upper case letters in which are the same. 3 4 5 6	cursive	script,	the	stude	nt say	/s	
0428		_				·	
Cursive Letters: Recognition	078		002	001	002	015	000
1 * Given three or more upper and lower case student says which are the same. 3 4 5 6	letter	s in curs	sive	scrip	t, the	•	
0429 Cursive Letters: Recognition	078		002	001	002	017	000
1 * Given two or more lower case letters in a to the letter named. 3 4 5 6	ursiv e	script,	the	s tude:	nt poi	nts	
0430							
Cursive Letters: Recognition 1 * Given two or more upper case manuscript 1 2 * letter named. 3 4 5	078 etters	, th e stu	002 ident	poin		018 the	000
0431							

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Cursive Letters: Recognition	078	!	002	001	002	019	000
Given two or more upper and lower case student points to the letter named.	letters	in cursiv	e sc	ript,	the		
0432			, -		 	·	
Cursive Letters: Recognition	078		002	001	002	020	000
1 * Given a word in cursive script, the students of a script the word in the order of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the students of a script the script th	dent say	ys the nar	ae of	the	lette	rs in	ı
Manuscript-Cursive Correspondence	077		002	001	002	021	000
1 * Given a manuscript letter, the student of 3 4 5 6	designat	tes its co	ırsiv	e for	m .		
0434							-
Manuscript-Cursive Correspondence	D77		002	001	002	022	000
1 * Given a letter in cursive script, the st 2 * 3 4 5 6	tudent d	lesignates	; its	manu	scrip	t for	.

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	077		002	001	002	023	00
Given a manuscript letter, the studer (in any context).	nt points to	its cu	rsiv e	form			
436	1		T				1
anuscript-Cursive Correspondence	077		002	001	002	024	000
Siven a letter in cursive script, the form.	stu dent po	ints to	its	manus	cript		
	•						
437							
anuscript~Cursive Correspondence	077		002	001	002	025	00
1 * Given an upper or lower case letter i 2 * whether the letter is upper or lower 3		cript,	the s	tuden	t say	s ·	
4							
0438 D: 079 Cursive Letters: Case Correspondence	D79		002	001	002	025	000

ERIC Full Text Provided by ERIC

Alphabat Pagitation	080	002	001	003	001	000
Alphabet Recitation		<u> </u>		003	1001	000
1 * Given instructions to do so, the	stu d en t says the al	phabet.				
2 3						
4					•	
5						
6						
0439						
Alphabet Recitation	080	002	001	003	002	000
1 to Column of the last short short short		-6 -1 - 1		_ #	<u></u>	
Given an alphabet chart, the stude order of occurrence.	ent says the names	or the le	etter	s in	tne	
3						
5						
6						
·						
·		•				
0440						
		1	<u> </u>	T	1	1
Alphabet: Manual Ordering	081	002	001	003	003	000
1 * Given all the letters of the alpha		rm (wcod	, pla	stic)	,	
the student puts them in alphabeti	ical order.					
3 4						
3						
6						
7441						
Alphabet: Manual Ordering	081	002	001	003	004	000
1 * Given two or more letters of the all the student puts them in alphabeti	lph a bet in physical Ical order.	form (wo	ood,	plast	ic),	
3						
4						
5						
						

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Alphabet Recitation	080		002	001	003	005	000
Given all the letters of the alphabet the letters in alphabetical order.	in random	order,	the s	tuden	t say	'S	
0443 L: 081							
Alphabet: Manual Ordering	081	*	002	001	003	005	000
Given all the letters of the alphabet the letters in alphabetical order.	in random	order,	the s	tuden	t say	s	
0443 D: 080				_		·	.
Alphabet: Manual Ordering	081		002	001	003	006	000
diven two or more letters in random order. Given two or more letters in random order. 3 4 5 6	der, the	student	says	the n	ame o	f	
Alphabet: Manual Ordering	081		002	001	003	007	000
Given orally the name of a letter, the letter that precedes it in the alphabet 5 6	student	says the	(<u></u>	1		

Alphabet: Manual Ordering	081	002 001 003 008 000
Given orally the name of a letter, the that follows it in the alphabet.	student says	s the name of the letter
0446		
Alphabet: Manual Ordering	()81	092 001 003 009 000
1 * Given orally the name of a letter, the follows it in the alphabet. 3 4 5 6 6 0447	student de s i	ignates the letter that
Alphabet: Manual Ordering	081	002 001 003 010 000
1 * Given a letter, the student says the nation the alphabet. 3 4 5 6	ne of the le	etter that precedes it
0448		
Alphabet: Manual Ordering	081	002 001 003 011 000
Given a letter, the student says the name in the alphabet.	ne of the le	tter that follows it

Alphabet: Manual Ordering	081		002	001	003	012	000
Given a letter, the student designates the alphabet.	ئ ــــــــــــــــــــــــــــــــــــ	er that	L		<u> </u>	<u> </u>	
0450					-		·
Alphabetizing Words I	082		002	001	003	013	000
1 * Given two or more words, the student says 3 4 5 6	them	in alpha	betic	al or	der.		
0451 D: 083, 084							
Alphabetizing Words II	083		002	001	003	013	000
1 * Given two or more words, the student says 2 * 3 4 5 6	them	in alpha	betic.	al or	der.		
0451 D: 082, 084							
Alphabetizing Words III	084		002	001	(.03	013	000
1 * Given two or more words, the student says 2	them	in alpha	betica	al or	der.		

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			!	<u> </u>	T		
Alphabetizing Words I	082		002	001	003	014	000
1 * Given two or more words, the student 2 * 3 4 5 6	t designates	them in	alph	abeti	cal o	rder.	
0452 D: 083, 084			1	T	·		,
Alphabetizing Words II	083		002	001	003	014	000
1 * Given two or more words, the student 2 * 3 4 5	designates	them in	alph	abet i	cal o	rder.	
61		-					
0452 D: 082, 084			T	T	T	T	
Alphabetizing Words III	084		002	001	003	014	000
Given two or more words, the student 3 4 5 6	t d esig nates	them in	alph	abeti	cal o	rder.	
0452 D: 082, 083							
Alphabetizing Words I	082		002	001	003	017	000
Given three or more words, the stude in alphabetical order.	ent d esig nat	es the w	ord t	hat i	s not		

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Alphabetizing Words II	U83		002	001	003	017	000
1 * Given three or more words, the student of in alphabetical order. 3 4 5 6	iesig nat e s	the	word t	hat i	s not		
0453 D: 082, 084							
Alphabetizing Words III	084		002	001	003	017	000
1 * Given three or more words, the student of in alphabetical order. 3 4 5 6	lesignates	the	word t	hat i	s not	•	
0453 D: 082, 083						,	1
Alphabetizing Words I	082		J002	001	003	018	000
Given a word, the student designates the alphabetical order.	word tha	t fol	lows i	t in			
Alphabetizing Words II	083	-	002	001	003	018	000
# Given a word, the student designates the alphabetical order. 3 4 5 6		t fol		<u> </u>		1010	1000

	Ţ · · ·	-					, ·	·
Alphabetizing Words III	084	J.		002	001	003	018	000
Given a word, the student designates the alphabetical order.	word	that	foll	ows i	t in			
D: 082, 083								
Alphabet: Manual Ordering	081			002	001	003	020	000
Given a letter, the student designates the in the alphabet.	e let	ter t	chat	prece	des i	t		
0455 D: 082, 083, 084 Alphabetizing Words I	082			002	001	003	020	000
Given a letter, the student designates the in the alphabet.		ter t	hat					1933
0455 D: 081, 083, 084	•							
Alphabetizing Words II	083			002	001	003	020	000
Given a letter, the student designates the in the alphabet. 3 4 5 6 1	<u></u>	ier t	hat _l			 -	<u> </u>	1

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001 003 020 000 Alphabetizing Words III 084 002 Given a letter, the student designates the letter that precedes it in the alphabet. 0455 D: 081, 082, 083 Alphabet: Manual Ordering 081 002 001 003 021 000 Given a letter, the student designates the letter that follows it in the 2 alphabet. 3 0456 D: 082, 083, 084 Alphabetizing Words I 082 002 001 003 021 000 Given a letter, the student designates the letter that follows it in the 2 1* alphabet. 4 5 0456 D: 081, 083, 084 Alphabetizing Words II 083 002 001 003 021 000 Given a letter, the student designates the letter that follows it in the 2 * alphabet. 3 D: 081, 082, 084

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Alphabetizing Words III	084		002	001 (003 021	000
1 * Given a letter, the student designates the alphabet.	ne lette	r that	follo	√s it i	in the	
3 4						
5 6						
•						
D: 081, 082, 083						, , ,
1 2 3						
5						
6						
 1		•				
						T -
1						-
2 3 4 5						
5						
<u>* </u>			·			1
				· · · · · · · · · · · · · · · · · · ·		
$\frac{1}{2}$					-	
2						
				•		
· 						
					·	

onsonant-Vowel Distinction	085	002	001	<u> </u>		000
* Given one or more words, the stud	ent designates the	vowels in	n e a ch	word	d.	
<u>.</u>						
457						
onsonant-Vowel Distinction	. 085	002	001	004	002	000
* Given one or more words, the stud	ent designates the	consonant	ts in	each	word	
*	· ·	•				
	•					
						
						1
	085	002	001	004	003	000
onsonant-Vowel Distinction * Given a manuscript alphabet chart				,		000
onsonant-Vowel Distinction * Given a manuscript alphabet chart				,		000
msonant-Vowel Distinction * Given a manuscript alphabet chart.	<u>, </u>			,		000
onsonant-Vowel Distinction * Given a manuscript alphabet chart *	<u>, </u>			,		000
onsonant-Vowel Distinction * Given a manuscript alphabet chart *	<u>, </u>			,		000
msonant-Vowel Distinction * Given a manuscript alphabet chart *	<u>, </u>			,		000
sonsonant-Vowel Distinction * Given a manuscript alphabet chart *	<u>, </u>			,		000
sensonant-Vowel Distinction * Given a manuscript alphabet chart.	<u>, </u>		e cons	sonan		000
# Given a manuscript alphabet chart *	, the student design	gnates the	cons	sonant 1004	es.	
459 onsonant-Vowel Distinction t * Given a manuscript alphabet chart	, the student design	gnates the	cons	sonant 1004	es.	
# Given a manuscript alphabet chart 459 onsonant-Vowel Distinction Given a manuscript alphabet chart	, the student design	gnates the	cons	sonant 1004	es.	
Given a manuscript alphabet chart 459 onsonant-Vowel Distinction Given a manuscript alphabet chart 5 5 5 5 onsonant-Vowel Distinction Company of the company	, the student design	gnates the	cons	sonant 1004	es.	
Given a manuscript alphabet chart 459 onsonant-Vowel Distinction Given a manuscript alphabet chart Given a manuscript alphabet chart	, the student design	gnates the	cons	sonant 1004	es.	
Given a manuscript alphabet chart 459 onsonant-Vowel Distinction Given a manuscript alphabet chart 5 5 5 5 onsonant-Vowel Distinction Company of the company	, the student design	gnates the	cons	sonant 1004	es.	
Given a manuscript alphabet chart *	, the student design	gnates the	cons	sonant 1004	es.	

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Consonant-Vowel Distinction	085	1		002	001	004	00.5	000
1 * Given instructions to do so, the student 2 * 3 4 5 6		_	vowel		1001	, 004		000
0461		Ţ		L				
1 2 3 4 5 6								,
		T-				T		
1 2 3 4 5 6		pud				w		
					I		<u> </u>	T-7
1 2 3 4 5 6		1			<u> </u>	<u> </u>	<u> </u>	
-152-	÷		, -					

į

Manuscript Letters: Printing	086	002 001 005 001 000
1 * Given a lower case manuscript letter, t	the student trac	ces the letter.
2 * 3		
5	·	
0462		
Manuscript Letters: rrinting	086	002 001 005 002 000
1 * Given an upper case manuscript letter,	the student tra	aces the letter.
2 *		
5	•	
<u>61</u>		
	•	
		•
		
0463		
Manuscript Letters: Printing	086	1002 1001 1005 1003 1000
1 * Given an upper case manuscript letter,	the student cop	ies the letter.
3 4		•
5		
[6]		
0464		
Manuscript Letters: Printing	086	002 001 005 004 000
1 * Given a lower case manuscript letter, t	he student conf	es the letter
2 * 3	" pragette cobt	on the Terret.
5		
0465		

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No.	1006	
Manuscript Letters: Printing	086	002 101 005 005 000
1 * Given an upper case manuscript letter, 2 * form. 3	the student pri	nts its lower case
4		
5 6		
0466		
Manuscript Letters: Printing	086	002 001 005 006 000
1 * Given a lower case manuscript letter,	the student prin	ts its upper case
2 * form. 3		•
4 .		•
6		
ļ		
0467		
Manuscript Letters: Printing	086	002 001 005 007 000
1 * Given orally the name of a letter, the	student prints	it in lower case.
2 * 3	,	•
4 5		
6		
-	•	
0468		
Manuscript Letters: Printing	086	002 001 005 008 000
1 * Given crally the spelling of a familian	r word, the stude	ent prints the word.
3	•	-
4 5		
6		•
	_	
D469		
-154 -		

Manuscript Letters: Printing	086	002 001 005 009 000
1 * Given orally the name of a letter, the 2 * 3 4 5 6	student prints	· ·
0470		
Cursive Letters: Writing	087	002 001 005 010 000
1 * Given one or more words in manuscript, 2 * 3 4 5	the student wr	ites them in cursive.
		·
Cursive Letters: Writing	087	002 001 005 011 000
1 * Given one or more letters in cursive sc 2 * 3 4 5		
0472		
Cursive Letters: Writing	087	002 001 005 012 000
Given one or more letters in manuscript Given one or more letters in manuscript Given one or more letters in manuscript Given one or more letters in manuscript Given one or more letters in manuscript	, the stude nt w	writes them.

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	1		
Cursive Letters: Writing	087	002 001 005 013 000	
1 * Given orally the spelling of a familian word. 3 4 5	r word, the st	tudent writes the	
6			
0474			
Cursive Letters: Writing	087	002 001 005 014 000	
1 * Given orally the name of a letter, the 2 *	student write	es it in upper case.	
5 6		·	
0475			
Cursive Letters: Writing	087	002 001 005 015 000	l
1 * Given orally the name of a letter, the 3	student write	s it in lower case.	
5 6			
			•
0476			
Cursive Letters: Writing	b87	002 1001 1005 1016 1000	
1 * Given an upper case letter in cursive s 2 * case form.	cript, the st	udent writes its lower	
5 6			
		·	
0477	_		

Cursive Letters: Writing	087	002 001	005 01	7 000
1 * Given a lower case letter in cursive so upper case form.	script, the stud	ent writes	i'.s	
3				
5 6		·		
		•		
0478			<u> </u>	
Manuscript Letters: Printing	086	002 001	005 018	000
1 Given one or more words in cursive scr	ript, the studen	t prints th	em.	
3 4				•
5				
			•	
0.770				
0479 Cursive Letters: Writing	087	002 001	005 019	000
1 * Given a letter in upper or lower case	cursive script,	the studen	t copiles	
2 * the letter.			•	
5				
6	s.			
				•
				•
0480				T 1
Manuscript Letters: Printing		002 901	005 031	-
1 * Given a word in manuscript, the studen	t copies the wor	rd.		
3				
5				
			•	
S S				
 				
0481				

Manuscript Letters: Printing	086		_	002	001	005	037	000
1 * Given instructions to do so, the student	prints	his	own	name	•			
2 * 3 4		. •						
5		-						
							,	
0482			_					
Cursive Letters: Writing	087			0 0 2	001	005	038	000
1 * Given instructions to do so, the student	writes	his	own	name	•			
1 * Given instructions to do so, the student 3 4 5								
6	•							
.*								
0483			_				,	•
1 2								
3 4								
6								
								•
	, 		-					
						<u> </u>	<u> </u>	
1 2					ч			
3 4 5								
6								
				•				
								 -
-158-						-		

RECOGNIZE SOUND-SYMBOL/SYMBOL-SOUND

RELATIONSHIPS

002 002

Consonants, Initial: Substitution	088	002	002 00	1 001	000
1 * Given orally a word, the student says consonant.	another word w	ith the	same ini	tial	•
3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5					
6					
onsonants, Initial: Substitution	088	002	002 00	1 002	000
1 * Given orally a word, the student says		<u> </u>	1002 100	1 1002	1000
2 * 3	1.10142 00		·		
onsonants, Initial: Substitution	088	002	002 00	1 003	000
1 * Given orally a word, the student design	gnates its init	ial conso	onant.		-
2 * 3					
4 <u> </u>	,				
			•		
486					
onsonants, Initial: Substitution	D88	002	002 00	1 004	000
1 * Given orally a word, the student design initial consonant sound.	gnates another	word with	n the sam	ne	
Traffial Consoliant Sound.					
5 6					
					
					,
	•				

							-
Consonants, Initial: Substitution	088	!	002	002	001	.005	000
1 * Given a word, the student substitutes an 2 * the word formed. 3 4 5	initi	al conson	ant a	nd sa	ys		
5		·					
0488							
Consonants, Initial: Substitution	088		002	002	001	006	000
1 * Given orally a word, the student substitute says the word formed. 3	ites a	n initial	cons	onant	and	•	
0489						T	+
Consonants, Initial	090		002	002	001	00.7	000
1 * Given a consonant sound, the student says consonant sound. 3	a wo	rd beginn	ing w	ith t	he	•	
0490			,				
Consonants, Initial: Picture Stimuli	089]	002	002	001	008	
1 * Given a picture of an object, the student consonant of the name of the object. 3 4 5 6 6	says	the name	of t	h e i n:	itial		

Consonants, Initial: Picture Stimuli	089		002	002	001	1.009	. 000
Given a consonant and given two or more points to the object whose name begins to the object whose name begins	e picture:	s of obje	cts,				1 000
0492							
onsonants, Initial: Picture Stimuli	089		002	002	001	010	000
Given a picture of an object, the stude co.sonant of the name of the object.	 						
)493				Τ	1;	Τ	
onsonants, Initial: Picture Stimuli	039		002	002	001	1011	<u> 1000</u>
Given a consonant and given two or more designates the object whose name begins				the	st u de	ent	
•							
						•	
0494				 -			
onsonants, Initial	090		002	002	001	012	000
1 * Given a word, the student designates it	s init i al	l consona	nt.				
2 * 3				•			
4 5 5 6 5							
5							

			
Consonants, Initial	090	002 002	001 013 000
1 * Given a word, the student says its initial 3 * 5 6			
0496		T	
Consonants, Initial	090	002 002	001 014 000
1 * Given a word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says another word, the student says are said to say the student says are said to say the student says are said to say the student says are said to say the student says are said to say the student says are said to say the student says are said to say the say that say the say the say that say the say the say that say the say that say the say the say that say the say the say that say the say the say that say the say	ord with the s	ame initial	consonant.
0497			
Consonants, Initial	090	002 002	001 015 000
Given a word, the student designates anot consonant.	ther word with		
0498 Consonants, Initial	090	002 002	001 016 000
1 * Given a consonant sound, the student desi consonant sound. 3 4 5 6	gnates a word	beginning w	vith the
	. •		
0499			

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· ·		
Consonant Sounds: Initial	035	002 002 001 018 000
1 * Given orally and visually a word, the sconsonant. 3 4 5 6	student designa	<u> </u>
0500 D: 090 Consonants, Initial	090	002 002 001 018 000
1 * Given orally and visually a word, the sconsonant. 3 4 5 6	student designat	tes its initial
D: 035		
Consonants, Initial	090	002 002 001 021 000
1 * Given orally a word, the student design differing only in their initial consonary is the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing only in the student design differing differing only in the student design differing diffe		in a list of words
0501		
Consonants, Initial	090	002 002 001 023 000
1 * Given a picture of an object, the stude the name of the object. 3 4 . 5 6	ent writes the i	nitial consonant of

Consonants, Initial	090	002 002	001 024 000
1 * Given a picture and given an incomplete consonant that completes the word. 3 4 5 6	word, the s	student writes	the initial
0503 D: 106			
Consonants: Word Completion	106	002 002	001 024 000
1 * Given a picture and given an incomplete consonant that completes the word. 3 4 5	word, the s	tudent writes	the initial
υ: 090			. (
0503			
Consonants, Initial	090	002 002	001 025 000
1 * Given orally two or more words with the orally and visually another word, the standard consonant(s) of all the words is the same of the standard consonant (s).	tudent desig		
Consonants, Initial: Picture Stimuli	089	002 002	001 026 000
1 * Given an initial consonant and given a redesignates whether or not the consonant of the object. 4 5 6 0505	oicture of a	n object, the	student

Consonants, Initial	090	002 002	001 022	000
Given a picture of an object and given two in their initial consonants, the student doname of the object.				
0506			·	
Consonants, Initial	090	002 002	001 030 0	000
Given an incomplete sentence and given the word, the student designates the letters was a second sec	initial cons	onant of t the word.	he missing	
0507				٠,
0507 Consonants: Word Completion	106	002 002	001 030 0	000
1 * Given an incomplete sentence and given the word, the student designates the letters w 3 4 5 6				
0507 D: 090				
Consonants, Initial	090	093 003	001 031 0	990
Given an incomplete sentence and given two in their initial consonants, the student d completes the sentence.	or more words	s differin word whic	g only h best	

onsonants: Word Completion	106	002 002 001 031 000
* Given an incomplete sentence and given their initial consonants, the student completes the sentence.		
508 D: 090		
onsonants, Initial	090	022 002 001 032 000
* Given a consonant and given two or m * writes words by combining the conson using the consonant as the initial l	ant and the let	tter combinations and
nsonants, Initial	090	002 002 001 033 000
* Given two or more words, the student consonant(s).	designates the	e word(s) with initial
10		
sonants, Initial Given a sentence with an incomplete vinitial consonant.	h90_	hoo2 hoo2 hoo1 hoo5 hoo

_						
106	,	002	002	001	035	000
the	student	design	ates	its m	issin	g
090		002	002	001	037	000
esign	ates one	initi	al co	onsona	nt	
106		002	002	001	037	000
	ates one					
089		002	002	001	039	000
write	es the i	nitial	cons	onant		
	090 esigna	106 esignates one	the student design 090 esignates one initi 106 002 esignates one initi	the student designates 090 002 002 esignates one initial co	the student designates its m 090 002 002 001 esignates one initial consonar 106 002 002 001 esignates one initial consonar	the student designates its missing one of the student designates its missing one of the student of the student designates one initial consonant of the student of the stude

Conso	nants, Init	ial				090	; 	002	002	001	040	000
1 * 2 * 3 4 5 6	Given oral with the sa	ly two or m ame initial	ore words, consonant	the sour	studen nd.	t de:	signates	one o	r more	e wor	ds	
6												
0514			· 					Τ_			1	
1 2 3 4 5 6						.,	1	L	1		<u>,</u>	.
							, ,		<u>.</u>]	· 1	.
ļ . , ,	· · · · · ·						j	<u></u>	<u>i</u>			
1 2 3 4 5 6											٠	
					•		·	·				
1 2 3 4 5 6	-											
			-		-169-							

						_
Consonants, Final: Substitution	091	002	002	002	001	000
1 * Given orally a word, the student says are consonant. 3 4 5 6	other word with	t f e	same	final		
O515 Consonants, Final: Substitution	091	002	002	002	002	000
				302	002	000
1 * Given a word, the student says the name 2 * 3 4 5 6	of its final co	nson:	int.			
	·					
0516 D: 093						
Consonants, Final	093	002	002	002	002	000
Given a word, the student says the name 3 4 5 6	of its final co	onson	ant.			
·						
0516 D: 091						
		25.5		-		000
Consonants, Final: Substitution	091	002	002	002	003	000
Given orally a word, the student designated as the student designated	tes its final (consor	nant.			
0517						
-170	_					

Consonants, Final: Substitution	091	002 002 002 004 000
1 * Given orally a word, the student design 2 * final consonant.	nates another wo	ord with the same
3 4		
5		
· ·		
0518	·	
Consonants, Final: Substitution	091	002 002 002 005 000
1 * Given a word and given orally a final of the final consonant and says the word f	consonant, the s	tudent substitutes
3 4		
6		•
	·	,
0519		
Consonants, Final: Substitution	091	002 002 002 006 000
1 * Given orally a word, the student substi	tutes a final c	onsonant and says the
3		•
6		
0520		
Consonants, Final: Substitution	091	002 002 002 007 000
1 * Given a consonant sound, the student sa	ys a word ending	g with it.
3 4		
6		
		•
D: 093		·
-17	1	

	 -		,				
Consonants, Final	093		002	002	002	007	000
Given a consonant sound, the student says	a wor	d ending	with	it.			
2 *							
fallerend							
•							
521 D: 091			[1		τ
Consonants, Final: Picture Stimuli	092		PG2	002	002	800	000
* Given a picture o an object, the student	says	the fina	l cons	onan	t of	the	
name of the object.							
		*					
522			<u> </u>		T-		1 -
	092		002	002	002	009	000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi	.cture	s of obj	ects,				000
Consonants, Final: Picture Stimuli Siven a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj onsonant	ects,				000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with	.cture	s of obj	ects,				000
Consonants, Final: Picture Stimuli Civen a consonant and given two or more pi points to the object whose name ends with consonants, Final: Picture Stimuli	.cture	s of obj	ects,	the			000
Consonants, Final: Picture Stimuli * Given a consonant and given two or more pi points to the object whose name ends with 523 Consonants, Final: Picture Stimuli	cture the c	onsonant	ects,	the	ouder	010	
Given a consonant and given two or more pi points to the object whose name ends with consonants, Final: Picture Stimuli Given a picture of an object, the student of the name of the object.	cture the c	onsonant	ects,	the	ouder	010	
Given a consonant and given two or more pi points to the object whose name ends with consonants, Final: Picture Stimuli Given a picture of an object, the student of the name of the object.	cture the c	onsonant	ects,	the	ouder	010	
Given a consonant and given two or more pi points to the object whose name ends with given two or more pi points to the object whose name ends with given a picture Stimuli Given a picture of an object, the student of the name of the object.	cture the c	onsonant	ects,	the	ouder	010	
Given a consonant and given two or more pi points to the object whose name ends with given two or more pi points to the object whose name ends with given a picture Stimuli Given a picture of an object, the student of the name of the object.	cture the c	onsonant	ects,	the	ouder	010	
Given a consonant and given two or more pi points to the object whose name ends with given tw	cture the c	onsonant	ects,	the	stude	010	
Given a consonant and given two or more pi points to the object whose name ends with Consonants, Final: Picture Stimuli Given a picture of an object, the student	cture the c	onsonant	ects,	the	stude	010	
Given a consonant and given two or more pi points to the object whose name ends with given tw	cture the c	onsonant	ects,	the	stude	010	

Consonants, Final: Picture Stimuli	092	002 002 002 011 000
1 * Given a consonant and given two or made designates the object whose name ended		
3 4		.*
5		
0525		•
Consonants, Final	093	002 002 002 012 000
1 * Given a word, the student designates	its final consor	nant.
3		
5		
6]		
		·
Consonants, Final	093	002 002 002 014 000
1 * Given a word, the student says another		
2 *		
4 5		
<u>6</u>	·	•
0527		
Consonants, Final	093	002 002 002 015 000
1 * Given a word, the student designates consonant.	another word wit	h the same final
4 5		
6		
		•

Consonants, Final	093	002 002	002 016 00	00 ;
1 * Given a consonant sound, the student design consonant sound.	ignates a word	ending with	n the	
6				
0529	1 ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !			
Consonants, Final	093	002 002	002 020 00	0
1 * Given orally two or more words with the same and visually another word, the student deconsonant(s) of all the words is the same 5 6	signates wheth	onant(s) ar er the fina	nd given oral	ly
0530	T		1 1 1	
Consonants, Final	093	002 002	002 022 00	م
				<u> </u>
Consonants, Final 1 * Given orally a word, the student designate differing only in their final consonant. 3 4 5				
Consonants, Final 1 * Given orally a word, the student designate differing only in their final consonant. 3 4 5 6				
Consonants, Final 1 * Given orally a word, the student designate differing only in their final consonant. 3 4 5		a list of		
Consonants, Final * Given orally a word, the student designate differing only in their final consonant. 3	es the word in	a list of	words	g
Consonants, Final 1 * Given orally a word, the student designate differing only in their final consonant. 3 4 5 6 6 6 7 7 8 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	es the word in	a list of	words	
Consonants, Final * Given orally a word, the student designate differing only in their final consonant. 3	es the word in	a list of	words	

1

Consonants, Final: Picture Stimuli	092	002 002	002 024 000
Given a picture of an object and given the student designates the final conson 4			
6			
0533			•
Consonant Sounds: Final	038	002 002	002 025 600
1 * Given a picture of an object, the stude name of the object. 3 4 5 6	nt writes the f	inal consona	nt of the
0534			
Consonant Sounds: Final	038	002 002	002 026 000
1 * Given a picture of an object and given their final consonants, the student des of the object. 4 5 6			
			· .
Consonant Sounds: Final	038	002 002	002 029 000
1 * Given a sentence with an incomplete wor consonant of the word. 3 4 5	d, the student	des ignate s t	he final
6			
processor and the second secon			
0536 D: 106			

ERIC

Full Task Provided by ERIC

Consonants: Word Completion	106		002	002	002	029	: 000
Given a sentence with an incomplete word, consonant of the word.		_					1000
0536 D: 038				Γ	T	<u> </u>	
1 2 3 4 5 6		J	L				
		,			1	1	1
1 2 3 4 5 6						1	
							,
1 2 3 4 5 6			i			1	!
					-		

Consonants, Medial: Substitution	094	֡ ֓֡֝	002	002	003	001	00
1 * Given orally a word, the student says and consonant. 3 4 5	other	word with	the	same	media	11	
0537						·	
Consonants, Medial: Substitution	094		002	002	003	002	000
1 * Given a word, the student designates its 2 * 3 4 5 6	media	d consona	nt.			•	
0538							
Consonants, Medial: Substitution	094		002	002	003	(03	000
1 * Given a word, the student says its media 3 4 5 6 6	ıl con	sonan : .					
0539				1	T	T	T
Consonants, Medial: Substitution 1 * Given orally a word, the student designa medial consonant. 3 - 4 - 5 - 6		other word	docz_	h the		Jone	
0540	<u>-</u>						
·							

Consonants, Medial: Substitution	094		002	002	003	005	000
Given orally a word and given orally a me substitutes the medial consonant and says 4 5 6				stud	ent		
0541							
Consonants, Medial: Substitution	094		002	002	003	006	000
1 * Given a word and given a medial consonant medial consonant and says the word formed 4 5 6		udent s	ubst	itute	s the		
0542 Consonants, Medial: Picture Stimuli	095		002	002	003	007	000
1 * Given a consonant sound, the student says in the medial position. 3 4 5 6		with th	e coi	nsona	nt so	und	
Consonants, Medial: Picture Stimuli	095		002	002	003	008	000
1 * Given a picture of an object, the student name of the object. 3 4 5 6 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	says th	e media	l cor	nsona	n t i n	the	

Consonants, Medial: Picture Stimuli	095			002	002	003	009	000
1 * Given orally a consonent, the student point 2 * whose name has the consonant in the media.				ture	of an	obje	ct	
5 6								
0545				-	, -	,	,	
Consonants, Medial: Picture Stimuli	095			002	002	003	010	000
Given a picture of an object, the student in the name of the object. Given a picture of an object, the student in the name of the object.	desig	gnate	s th	e med	ial c	onson	ant	
0546	·							
Consonants, Medial: Picture Stimuli	095			002	002	003	011	000
Given a consonant, the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the medial position of the student designates name has the consonant in the student designates name has the consonant in the student designates name has the consonant in the student designates name has the consonant in the student designates name has the consonant in the student designates name has the consonant in the student designates name has the consonant designates name has the consonant designates name has the consonant designates name has the student designates name has		oictu	re o	f the	obje	ct wh	ose	
0547				_	1		 	T T
Consonants Medial	<u> </u>	ļ		002	1002	003	013	<u> </u>
1 * Given a word, the student says its medial 2 * 3 4 5 6	conso	nant,						
0548				-				
-179-								

Consonants, Medial	096	002 002 0	03 014 000
1 * Given a word, the student says another wo	rd with the sa	me medial co	nsonant.
2 * 3 4 5 6			
6			,
0549			
Consonants, Medial	096	002 003 0	03 015
1 * Given a word, the student designates anot consonant.	her word with	the same med	ial
4 5 6			
0550		,	
Consonants, Medial	096	002 002 0	03 016 000
Given a consonant sound, the student desi sound in the medial position.	gnates the wor	d with the o	consonant
5 6			
0551			
Consonants, Medial	096	002 002 0	003 017 000
1 * Given two or more words, the student desi 2 * consonant.	gnates the wor	d with a med	ial
3 4 5 6			
0552			

Consonants,	Medial: Picture Stimuli		09	95		002	002	003 0	20 000
1 * Given 2 * in the 3 - 4 - 5 - 6	a picture of an object, name of the object.	the s	tudent	writes	the	medial	consc	onant	
0553 1 2 3 4 5 6									
1 2 3 4 5									
5 6									
2 3 4 5 6									
			181-		_	٠.			

				,					
Consonant Digraphs, Initial: Substitution	097	٦ ل		002	002	004	001	000	!
1 * Given orally a word, the student says and consonant digraph. 3 /4 5 6	other	word	with	the	same	initi	al	•	
0554 Consonant Digraphs, Initial: Substitution	097			002	002	004	002	000	Ţ-
1 * Given orally a word, the student says the digraph. 3 4 5	e lett	ers (of its	s ini	tial	conso	nant		•
6									
0555			<u>-</u>	,		-,	т	,	-
Consonant Digraphs, Initial: Substitution	097			002	002	004	003	000	
1 * Given orally a word, the student designate 3 4 5 6 6	es it	s in:	itial	cons	onant	digr	aph.		
Consonant Digraphs, Initial: Substitution	097			002	002	004	004	000]
1 * Given orally a word, the student designation initial consonant digraph. 3 4 5 6	es an	othei	word	i wit	h the	: same			

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		 -		 	 -	
Consonant Digraphs, Initial: Substitution	097	002	002	004	005	000
* Given a word, the student substitutes says the word formed.	its initial co	ons on an t	digra	ph an	d	
558 Consonant Digraphs, Initial: Substitution	097	002	002	004	006	000
* Given orally a word, the student substant and says the word formed.	titutes its ini	itial con	sonan	t dig	raph	
550	·					
onsonant Digraphs, Initial	099	002	002	004	00.7	000
# Given a consonant digraph sound, the state the consonant digraph sound.	student says a	word beg	innin	g wit	h	
<u></u>						
onsonant Digraphs, Initial: Picture Stimul	11 198	002	002	004	008	900
# Given a picture of an object, the student the initial consonant digraph in the manner of the student of the initial consonant digraph in the manner of the student of the initial consonant digraph in the manner of the student of the initial consonant digraph in the manner of the student of the initial consonant digraph in the manner of the student	ient says the n name of the obj	ames of ect.	the lo	etter	s of	
·						

		· · · · · · · · · · · · · · · · · · ·			
Cons	onant Digraphs, Initi	al: Picture Stime	uli 098	002 002	004 009 000
1 *	Given orally the let	tore of a common	ant digraph an	d given tre em	
1 7	pictures of objects,				
3	with the consonant d			The state of the s	·
4					
5	,				
اللا					
					•
					•
<u> </u>					•
0562					
Cons	onant Digraphs, Initi	al: Picture Stimu	ıli 098	002 002	004 010 000
1 * 2 * 3 4	Given a picture of a digraph in the name	n object, the stu of the object.	ident designat	es the initial	consonant
5	r = 6				
6					
1					
 	•			• ,	
0563					,
Cons	nant Digraphs, Initia	al: Picture Stimu	111 098	002 002	004 011 000
2 * 3 4 5 6	whose name begins wi	th the consonant	digr a ph.		
					•
	•				
					
0564					
Consc	nant Digraphs, Initia	ıl	099	002 002	004 012 000
1 *	Given a word, the stu	iden t designa tes	its initial co	onsonant digrap	h.
12-1-1					
4 5					
5 6					
		. '			
		•	·		
		· *			
6					
		-	184-		
6		. ·	184		

Consonant Digraphs, Initial	099	002 002	004 013 000
1 * Given a word, the student says the letter	s of its init:	i a l consona	nt digraph.
2 * 3			
5			
6			
		. •	
·		,	•
0566		•	·
0566	000	000 000	
Consonant Digraphs, Initial	099	002 002	004 014 000
1 * Given a word, the student says another wo 2 * digraph.	rd with the sa	ame initial	consonant
3 .			
2 * digraph. 3 4 5 6			
0567			
Consonant Digraphs, Initial	099	002 002	004 015 000
1 * Given a word, the stude designates anot	her word with	the same i	nirial
2 * consonant digraph.			
4 -			
6			
0568			
Consonant Digraphs, Initial	099	002 002	004 016 000
1 * Given a consonant digraph sound, the stud 2 * with the consonant digraph sound.	ent designates	a word be	ginning
L-7 1I			
3 4 5 6			
6			

Cons	onant Digraphs, Initial	099		002	002	004	: : 017	. 000
1 * 2 * 3 4 5 6	Given an initial consonant digraph and githe student writes words by combining the letter combinations.	lven t	wo or mon	re let onant	t≥r (digra	ombin iph an	ation d the	s,
0570								ŧ
	onant Digraphs, Initial	099		002	002	004	021	000
1 * 2 * 3 4 5 6	Given a consonant digraph and given the p designates whether or not the name of the digraph.	oictur : obje	e of an o	bject with	, the	stud conso	ent nant	
0571		T						
Consc	onant Digraphs, Initial	099	l	002	002	C04	023	000
1 * 2 * 3 4 5 6	Given the picture of an object and given in their initial consonant digraphs, the is the name of the object.							·
0572		1				 -		
Consc	onant Digraphs, Initial; Picture Stimuli	098		002	002	004	024	000
1 * 2 * 3 4 5 6	Given a picture of an object, the student digraph of the name of the object.	desi	gnates th	e ini	tial	conso	nant	
		•						
0573					•			

	002	002	004	025	; 00
esignates th	e missing	g init	ial		
		.	·	Ţ-	1
	<u> </u>	-	004	026	000
d, the stude ord.	nt design	natęs	the i	nitia	11
		T		Ţ-	† -
107	002	1002	1004	028	100
the initial s the letter	consonant s which c	digr comple	aph o	f e wor	d.
		·	-1-		, -
107	002	002	004	029	000
107					
1	107	d, the student design ord.	d, the student designates ord. 107 002 002 the initial consonant digr	d, the student designates the i ord. 107 002 002 004 the initial consonant digraph of	d, the student designates the initia

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Consonant Digraphs: Word Completion	107	002	002	004	031	000
Given an incomplete sentence and given only in their initial consonant diggraph the word that best completes the sentence and given in the word that best completes the word that the word the word that the word that the word that the word that the	aphs, the stude			g		•
578 Consonant Digraphs, Initial	099	002	002	004	032	000
Given orally and visually a word, the initial conscious digraph.	ne student desig	gnates its				
579 Consonant Digraphs, Initial	099	002	002	004	034	000
# Given orally two or more words with digraph and given orally and visuall designates whether the initial consolis the same.	y another word,	the st u d	ent			
580						
Consonant Digraphs, Initial: Picture Stim	uli 098	002	002	004	037	000
* Given a picture of an object and given student designates its initial consolutions of the consolutions o	en orally its nonant digraph.	ame, the				
			\$.**			

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Consonant Digraphs, Initial	099	002 002 004	039 000
1 * Given a picture of an object, the state of the consonant digraph of the name of the 5			
0582			
1 2 3 4 5 6			
1 2 3			
5 6			
1 2 3 4 5 6			
	1.,9		·



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100 000 000 000 000 000 000 000 000 000
Consonant Digraphs, Final: Substitution 100 002 002 005 001 000
1 * Given orally a word, the student says another word with the same final consonant digraph. 3 4 5
6
0583
Consonant Digraphs, Final: Substitution 100 002 002 005 002 000
1 * Given orally a word, the student says the hames of the letters 2 * in its final consonant digraph.
5 6
Consonant Digraphs, Final: Substitution 100 002 002 005 003 000
1 * Given orally a word, the student designates its final consonant digraph.
5
6
0585
Consonant Digraphs, Final: Substitution 100 002 002 005 004 000
1 * Given orally a word, the student designates another word 2 * with the same final consonant digraph.
3
5 6
0586

Consonant Digraphs, Final: Substitution	100	002 002 005 005	000
			000
1 * Given a word, the student substitutes a	final conson	ant	
2 * digraph and says the word formed.			
4			
5			
MI			
		•	
0587			
Consonant Digraphs, Final: Substitution	100	002 002 005 006 0	000
1 * Given orally a word, the student substi	the same of the same		
2 * and says the word formed.	itut es a linal	consonant digraph	
3			
5			
6			
		·	
 		٠)	
0588			
Consonant Digraphs, Final: Substitution	100	002 002 005 007 0	000
1 * Given a consonant digraph, the student	says a word en	ding with	
2 * the same consonant digraph.			
4			
5			
6			
			•
0589 D: 102			
Consonant Digraphs, Final	102	002 002 005 007 0	000
1 * Given a consonant digraph, the student 2 * the same consonant digraph.	says a word en	ding with	
3			
5			
6			
			•
0589 D: 100			



Consonant Digraphs, Final: Substitution 100	002	002	005	008	000
Given a picture of an object, the student says the name 2 * letters of the final consonant digraph in the name of t					
0590					
Consonant Digraphs, Final: Picture Stimuli 101	002	002	005	009	000
Given orally the names of the letters of a consonant di the student points to the picture of the object whose n the consonant digraph.	graph ame e	, nds w	ith		
Consonant Digraphs, Final: Picture Stimuli 101	002	002	005	010	000
Given a picture of an object, the student designates the consonant digraph of the name of the object.	e fina	11			
0592					
Consonant Digraphs, Final: Picture Stimuli 101	002	002	005	011	000
Given a consonant digraph, the student designates the problem object whose name ends with the consonant digraph.	icture	e of t	che		
0593					

Consonant Digraphs, Final: Picture Stimuli	101		002	002	00.5	} ⊡ ∩1 0	1000
1 * Given a word, the student designates its		consonan	<u> </u>	1002	1003	012	1000
2 * digraph.	linai	Consonan	L				
4 5							
6							
0594 In: 102							
Consonant Digraphs, Final	102		002	002	005	012	000
1 * Given a word, the student designates its		consonan				1.	السينية
2 * digraph.			-				
4 5							
6							
0594 D: 101							
Consonant Digraphs, Final	102		002	002	005	013	000
1 * Given a word, the student says the names	of the	letters	in t	he			
2 * final consonant digraph.							
3							
4 5							
4							
4 5							
4 5							
4 5			,	;			, , ,
4 5 6	102		002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we		h the	002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we same final consonant digraph.		h the	002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we same final consonant digraph. 3 4 5		h the	002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we same final consonant digraph.		h the	002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we same final consonant digraph. 3 4 5		h the	002	002	005	014	000
0595 Consonant Digraphs, Final 1 * Given a word, the student says another we same final consonant digraph. 3 4 5		h the	002	002	005	014	000

Consonant Digraphs, Final	102	002 002 005 015 000				
Given a word, the student designates and same final consonant digraph. 3: 4: 5: 6:	other word with	the				
0597						
Consonant Digraphs, Final	102	002 002 005 016 000				
Given a consonant digraph, the student of with the same consonant digraph. 3 4 5 6	iesignates a wo	rd ending				
0598						
Consonant Digraphs, Final: Picture Stimuli	101	002 002 005 018 000				
1 * Given orally and visually a word, the st consonant digraph. 5 6	udent designat	es its final				
Company Diamaka Birata Cabata Adama	100	nos 1002 1005 1010 1000 1				
Consonant Digraphs, Final: Substitution 100 002 002 005 019 000 1 * Given orally two or more words with the same final consonant digraph and given orally and visually another word, the student designates whether the final consonant digraph of all the words is the same.						
0600						
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Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	021	000
Given a picture of an object and given by student designates whether or not the the consonant digraph.				h		
5						
0601				<u> </u>	T	,
Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	022	000
1 * Given a picture of an object and given 2 * object, the student designates its fin 3 - 4 - 5						
<u>.</u>						
0602 Consonant Digraphs, Final: Picture Stimuli	101	002	002	005	023	000
Given a picture of an object, the stude of a digraph of the name of the object.	ent writes	the final	consor	ant		
0603			,			—
Consonant Digraphs, Final	102	002	002	005	026	000
Given a sentence with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with an incomplete wo the consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which best complete with a consonant digraph which digraph which digraph which digraph with a consonant digraph which digraph whi			nates			
•						

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Consonant Digraph, Medial Substitution	103	002 002 006 001 000
Given orally a word, the student says and same medial consonant digraph.	ther word wit	
0605		
Consonant Digraph, Medial Substitution	103	002 002 006 002 000
1 * Given orally a word, the student designate consonant digraph. 3 4 5 6	es its medial	
0606		
Consonant Digraph, Medial: Substitution	103	002 002 006 003 000
1 * Given orally a word, the student designat the same medial consonant digraph. 3 4 5 6	es another wo	rd with
Consonant Digraph, Medial: Picture Stimuli	104	002 002 006 004 000
Given a picture of an object, the student the medial consonant digraph in the name of the medial consonant digraph digraph in the name of the medial consonant digraph dig		
0608		

Consonant Digraphs, Medial: Substitution	103	(002	002	006	005	000
# Given orally a word, the student substant digraph in the medial position and say							
609	· · · · · · · · · · · · · · · · · · ·			····		_	
Consonant Digraphs, Medial	105	C	02	002	006	006	000
* Given a consonant digraph, the student		rd with t	he				
Toolise and a second and a second po	sition.	•					
·							
610					<u> </u>		·
Consonant Digraphs, Medial: Substitution	103	ما	02	002	006	007	000
* Given a word, the student substitutes		digraph	in	a			
* medial position and says the word form	ed.						
			,				
611					,	,	
Consonant Digraphs, Medial: Picture Stimuli	104	0	02	002	006	008	000
							
Til or ten a component areas, the stadent	points to	the pict	ure	of th	ne		
* object whose name has the given consone	po i nts to ant digraph	the pict	ure dial	of the posi	ne ition	•	
* object whose name has the given consona	po i nts to ant digraph	the pict in a me	ure dial	of the posi	ne Ltion	•	
object whose name has the given consons	po i nts to ant digraph	the pict in a me	ure dial	of the posi	ne Ition	•	
object whose name has the given consons	points to ant digraph	the pict in a me	ure dial	of the posi	ne Ltion		
* Given a consonant digraph, the student object whose name has the given consonant digraph.	po i nts to ant digraph	the pict in a me	ure dial	of th	ne Ltion	•	

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Consonant Digraphs, Medial: Picture Stimuli	104	002 0	02 006	009	000
1 * Given a picture of an object, the student 2 * medial consonant digraph in the name of		ne			
medial consonant digraph in the name of the state of the					
6					
Consonant Digraphs, Medial: Picture Stimuli	104	002 0	02 006	010	000
1 * Given a consonant digraph, the student de					
3	iigraph in a me	edial pos	sition.		
5					
6					
•					
0614				1	r T
Consonant Digraphs, Medial	105	002 00	02 006	011	000
1 * Given a word, the student designates the	mejial consona	nt digra	aph.		
3					
5					
6					
0615					
Consonant Digraphs, Medial	1.05	002 00	2 006	012	000
1 * Given a word, the student says the names	of the letters	of			
2 * its medial consonant digraph.					
5					
6					
·					
0616					
-198-					

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<u> </u>			
Consonant Digraphs, Medial	105	002 002	006 013 000
1 * Given a word, the student says another we consonant digraph. 3 4 5 6	ord with the s	same medial	
6			
0617	<u> </u>		
Consonant Digraphs, Medial	105	002 002	006 014 000
1 * Given a word, the student designates and a same medial consonant digraph. 3 4 5 6	ther word with	the	
0618			
Consonant Digraphs, Medial	105	002 002	006 015 000
1 * Given a consonant digraph, the student de having the consonant digraph in a medial 3 4 5 6	esignates a wo		_l006
0619			
Consonant Digraphs, Medial: Picture Stimuli	104	002 002	006 016 000
1 * Given a picture of an object, the student consonent digraph of the name of the object. 3 4 5 6	writes the m		

Consonants: Word Completion	106	002 002 010 001 000
Given a consonant and given orally a word says whether the consonant is in the initimated at the says whether the consonant is in the initimated at the says whether the consonant is in the initial says		
0621 Consonants: Word Completion	106	002 002 010 002 000
1 * Given a word missing an initial consonant, student completes and says the word. 3 4 5 6	4	002 1002 1010 1002 1000
1 * Given a word missing a medial consonant, t 2 * student completes and says the word.	106 he	002 1002 1010 1003 1000
3 4 5 6		
Consonant Digraphs: Word Completion	106	002 002 010 004 000
Given a word missing a final consonant, the completes and says the word.	e student	

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	1		7		1		
Consonants: Word Completion	106		002	002	010	005	000
Given an incomplete word, the student of missing initial consonant. Constant of the student o	designate	es the					
0625	106		Toos	Tana	T T		, - 7
Consonants: Word Completion	106		002	002	010	006	000
1 * Given an incomplete word, the student of missing medial consonant. 3 4 5 6	lesignate	s th e					
0626				·			*
Consonants: Word Completion	106		002	002	010	007	000
1 * Given an incomplete word, the student of missing final consonant. 3 4 5 6	l esig nat e	s the					
Consonant Digraphs: Word Completion	107		002	002	010	800	000
Given a consonant digraph and given ora the student says whether the consonant initial, final, or medial position.	lly a wo	rd, is in th					

	, ,		<u> </u>		·		
Consonant Digraphs: Word Completion	107		002	002	010	009	00 0
1 * Given a word missing an initial consonant 2 * the student completes and says the word. 3 4 5 6	digra	aph ,					•
0629	107		000	000	1010	010	000
Consonant Digraphs: Word Completion	107		002	002	010	010	000
1 * Given a word missing a medial consonant do the student completes and says the word. 3 4 5 6	- Frank	•					+
Consonant Digraphs: Word Completion	107		002	002	010	011	000
1 * Given a word missing a final consonant dig student completes and says the word. 3 4 5 6	graph,	the					
0631							
Consonant Digraphs: Word Completion	107		002	002	010	012	000
1 * Given an incomplete word, the student desi initial consonant digraph. 5 6	gnate	s the mis	ssing				

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Consonant Digraphs: Word Completion	107	002 002	010 013 000
Given an incomplete word, the student de medial consonant digraph.	esignates the mi	ssing	
O633 Consonant Digraphs: Word Completion	107	002 002	010 014 000
1 * Given an incomplete word, the student deconsonant digraph. 3 4 5 6	asignates the mi	ssing fina	1
0634 Consonants, Initial: Picture Stimuli	089	002 002	010 015 000
1 * Given a picture of an object and given a designates whether the consonant comes and of the name of the object.	consonant, the	student	<u> </u>
0635			
1 2 3 4 5 6			
-201		•	

Vowels: Recognition of Short Vowels 108	002 002 011 001 000
1 * Given a word, the student designates its short vowel. 2 * 3 4 5 6	
Vowels: Recognition of Short Vowels 108	002 002 011 002 000
1 * Given a vowel, the student says its short vowel sound. 2 * 3 4 5 6	
Vowels: Recognition of Short Vowels 1 * Given a word, the student says its short vowel sound. 2 * 3 4	002 002 011 003 000
0638 Vowels: Recognition of Short Vowels	002 002 011 004 000
1 * Given orally a w rd, the student says another word with same short vowel sound.	n the
0639 D: 109	

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Vowels and Words: Short Vowels	109	002 002	011 004	000
Given orally a word, the student says same short vowel sound.	another word wi	ith the		
5				
0.000 Pt 100			٠	
O639 D: 108 Vowels: Recognition of Short Vowels	108	002 002	011 005	000
1 * Given orally a word, the student says that the short vowel sound. 3 4 5 6	the name of the	letter whi		
0640 Vowels: kecognition of Short Vowels	108	002 002	011 006	000
1 * Given a word, the student says another same short vowel sound. 3 4 5 6		1002 1002	011 006	<u> </u> 000
0641 D: 109				1
Vowels and Words: Short Vowels 1 * Given a word, the student says another same short vowel sound. 3 4 5 6	word with the	002 1002	<u> </u> 011 006	boo
0641 D: 108				

		· · · · ·	 1	τ .	
Vowels: Recognition of Short Vowels	108	002 0	02 011	007	000
1 * Given a list of words, the student desi 2 * which have short vowel sounds. 3 4 5 6	gnates those		,		
0642					
Vowels and Words: Short Vowels	109	002 00	02 011	008	000
Given a word with a short vowel sound, another short vowel sound and says the state of the state		titutes			
0643				1	
Vowels and Words: Short Vowels	109	002 00	02 011	009	000
Given a word with a short vowel sound, another short vowel sound and writes the state of the sta	the student subse word formed.	titutes			
0644		 		Γ	
Vowels and Words: Short Vowels	109	b02_l00	12_011_	1010_	000
1 * Given a list of words, the student designated have the same short vowel sound. 3 4 5 6	nates those whi	ch			·
0645					

Vowe.	ls and	Words: Sh	ort Vow	εls		10)9	١	002	002	011	011	000
1 * 2 * 3 4 5 6	Given other	orally th words wit	ree or	more wo	rds, the	e stude L sound	nt.	des ig na	tes	,	-		
0646 Vowe:	ls: Roo	cognition	of Shor			110	 08		002	002	011	014	000
1 * 2 * 3	Given	a picture contained	of an	object,	the stu	ıdent w		es the	-			<u> </u>	
5 6						!				•			
06/7							•						
1 2													
1 2 3 4 5 6													
												-	
1 2 3 4 5 6										1			



Vowels: Recognition of Long Vowels	110	. 00∠	002	012	001	000
1 * Given a word, the student designates its	long vowel.			•		
2 * 3						
5						
6						
0648						
Vowels: Recognition of Long Vowels	110	002	002	012	002	000
1 * Given a vowel, the student says its long	vowel sound.				•	
2 * 3						
5						
6						
0649						
Vowels: Recognition of Long Vowels	110	002	002	012	003	000
1 * Given a word, the student says its long v	owel sound.					
3						
5						
6						
0650			,			
Vowels: Recognition of Long Vowels	110	002	002	012	004	000
1 * Given orally a word, the student says ano	ther word with	the	same			
2 * long vowel sound.						
5						
6						
0651 D: 111 -208						

Vowel Substitution: Long Vowels	111		002	002	012	004	000
* Given orally a word, the student says long vowel sound.	another wo	rd with	the	same			
D: 110			T				,
Vowels: Recognition of Long Vowels	110		002	002	012	005	000
* Given orally a word, the student says with the long vowel sound.	the name o	f the 1	ettei	:(s)			
·							
652			_	T	1-	1	1 —
/owels: Recognition of Long Vowels	110		002	002	012	006	1000
* Given a word, the student says anothe long vowel sound.	r word with	the sa	me				
							
							
653 D: 111	111_		002	002	012	006	000
<pre>owel Substitution: Long Vowels * Given a word, the student says another</pre>		* bo		10.02	1022	1000	10.00
long vowel sound.	t word with	the san	ge .				
V.							



						 -		
Vowels: Recognition of Long Vowels	110		002	002	012	007	000	
Given a list of words, the student design have long vowel sounds.	ates t	hose w	vhí ch					
0654 Vowel Substitution: Long Vowels	111		002	002	012	008	000	
Given a list of words, the student design have the same long vowel sound.	ates t	hose w	vhí ch					
0655 Vowel Substitution: Long Vowels	111		002	002	012	009	000	Ţ —
1 * Given a list of words and given orally a those words having the same long vowel so 6 5 6	word, sund as	the st	u dent d iven wo	esign rd.	ates			
0656 Vowel Substitution: Long Vowels	111		nna	002	012	010	000	Ţ
1 * Given a word with a long vowel sound, the substitutes another long vowel sound and sound and sound and sound sound and sound sou	studer	nt ne word				<u>1010</u>	μου	
0657								·

Vowel Substitution: Long Vowels	111		002	002	012	011	000	-
Given a word with a long vowel sound, another long vowel sound and writes the state of the state			itute	s				
0658				•				
Vowels: Recognition of Long Vowels	110		002	002	012	013	000	
1 * Given three or more words, the student a long vowel and a final silent e. 3 4 5 6	t designat	es the wo	ords	with				
0659 Vowels: Recognition of Long Vowels	110		002	002	012	014	000	
1 * Given a picture of an object, the study vowel contained in the name of the object. 3 4 5 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		s the lor	ng					
						<u> </u>		
1 2 3 4 5 6								
	111_							

•

Vowels and Controllers: 'L' and 'R'	112	002 002	013 001	000
Given a word, the student designates the state of the student designates of the student designa	e vowel contr	oller		
2661		·		
Vowels and Controllers: 'L' and 'R'	112	002 002	013 002	000
1 * Given a picture of an object, the stude 2 * vowel and controller (1 or r) in the na 3 4 5 6	nt designates me of the obj	the ect.		
0662 Vowels and Controllers: 'L' and 'R'	112	002 002	013 003	000
1 * Given a picture of an object, the stude controller (1 or r) in the name of the controller (1	nt says the vo			
0663				
Vowels and Controllers: 'L' and 'R' 1 * Given a word, the student says the vowe. 2 * (1 or r). 3	112 l controller	002 002	013 00	
0664				
-212	? -			

			
Vowels and Controllers: 'L' and 'R'	112	002 002 0	013 005 000
1 * Given a word, the student says the vo	wel and		
$2 \times controller (1 or r).$			
3 4			
5			
6			
•			
0665			
Vowels and Controllers: 'L' and 'R'	112	002 002 0	013 006 000
		002 002 0	23 000 000
1 * Given a word, the student designates 2 * with the same vowel and controller (1	another word		
2 * with the same vowel and controller (1	or <u>r</u>).		
4			
5			
в			
0666			
Vowels and Controllers: 'L' and 'R'	112	002 002 0	013 007 000
1 * Given a word, the student says anothe	r word with the	2	
2 * same vowel and controller (1 or r).			
3 4			
3			
61			,
			•
0667			· · · · · · · · · · · · · · · · · · ·
Vowels and Controllers: 'L' and 'R'	112	002 003	13 008 000
	<u></u> _		
1 * Given orally a word, the student desi 2 * controller $(1 \text{ or } r)$.	gnates the vowe	el and	
3			
5			
6			
			
•			
 			
0668	212		
-	213-		

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Vowels and Controllers: 'L' and 'R'	112	002 002 013	009 000
		h	009 000
* Given orally a word, the student says * same vowel and controller (1 or r).	ys another word w	ith the	
same vowel and controller $(\underline{1} \text{ or } \underline{r})$.			
<u> </u>			
0669			
Vowels and Controllers: 'L' and 'R'	112	002 002 013	010 000
			<u> </u>
* Given orally a word, the student sub 2 * with the same controller (1 or r) ar			
31	id says the word	rotmed.	
4			
5			
		•	
	·		
			
0670			
Vowels and Controllers: 'L' and 'R'	112	002 002 013	101.3000
* Given orally a word, the student des		word with	, 1 4 t · ·
$\frac{1}{2}$ * Given orally a word, the student des		word with	
3	<i>2</i> / °		
5			
	•		
· oary			
6:1			
Vowels and Controllers: 'L' and 'R'	112	002 002 013	012 000
Given orally a word, the student sublet $\frac{1}{2}$ vowel and controller (1 or r) and satisfies			
	ly o circ word rorm		
5			
in hours			,
672			

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Vowels and Controllers: 'L' and 'R'	112	002	902	013	013	000	
Given orally a vowel and given orally (1 or r), the student adds letters to says the word formed.	a vowel con	roller					
0673			T			1	Τ
Vowels and Controllers: 'L' and 'R' 1 * Given orally a yowel and given orally	112	002	002	013	014	000	j
Given orally a vowel and given orally (1 or r), the student adds letters to the word formed.				·			
0674			•				
Vowels and Controllers: 'L' and 'R'	112	002	002	013	015	000	
Given a picture of an object, the student and the vowel controller (1 or r) control the object.			•			_	
			<u> </u>			<u> </u>]
1 2 3 4 5 6							

Vowel	Digraphs	113	002	002	014	001	000	
1 * 2 * 3 4 5 6	Given a picture of an object, the student digraph contained in the name of the obje	spells the	 -			002	000	
0676 Vowe1	Digraphs	113	002	002	014	002	000	
1 * (2 * 3 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Given orally a word, the student spells the	he vowel digr	caph.					-
0677 Vowe1	Digraphs	113	002	002	014	003	000	
1 * G 2 * w 3 4 5 - 6	iven orally a vowel digraph, the student ord which contains the vowel digraph.							
0678								
	Digraphs	113	002	002	014	004	000_	
1 * G: 2 * c: 3 4 5 6	iven orally a vowel digraph, the student ontains the digraph.	writes a wor	-					
0679					•			
)	-216-	· · · · · ·						

Vowel D	Digraphs	113	002	002	014	005	000
2 * vc	even orally a word, the student says whing weldigraph represents the long vowel setter is silent.						
0680							
	Digraphs	113	002	002	014	006	000
2 * th	even orally a word, the student designative vowel digraph represents the long vowetter is silent.	es which lette el sound and w	r in hich				
Vowel D	igraphs	113	002	002	014	007	000
2 * vo	ven a word, the student says which lett wel digraph represents the long vowel so tter is silent.						
0682				i			
	igraphs ven a word, the student says (pronounces graph.	s) the vowel	002	<u>loo 2</u>	1014	<u>l008</u>	innoi
0683							



Given a word, the student says the names of the letters of the vowel digraph. 1	Vowel Digraphs	113	· · · · · · · · · · · · · · · · · · ·	002	002	014	009	000	
Vowel Digraphs 113 002 002 014 010 000 1 * Given a word with a vowel digraph, the student substitutes 3	2 * letters of the vowel digraph. 3 4 5	of th	e						
Given a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed. A			-		T _	1	1 -	,	1
another vowel digraph and writes the word formed. 2	Vowel Digraphs	113	<u> </u>	002	002	014	010	000]
Vowel Digraphs 113 002 002 014 011 000 1 * Given orally a word with a vowel digraph, the student substitutes another vowel digraph and says the word formed. 0686 Vowel Digraphs 113 002 002 014 012 000 1 * Given orally a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.	3 4 5	d form	ed.						
Given orally a word with a vowel digraph, the student substitutes another vowel digraph and says the word formed. O686 Vowel Digraphs Given orally a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.	0685		-			т—		+	1
vowel digraph and says the word formed. O686 Vowel Digraphs		113		002	002	014	011	000	
Vowel Digraphs 113 002 002 014 012 000 1 * Given orally a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.	vowel digraph and says the word formed.	, the	student :	substi	tut e s	anot	her		·
Given orally a word with a vowel digraph, the student substitutes another vowel digraph and writes the word formed.		112		002	002	014	012	000	
	Given orally a word with a vowel digraph another vowel digraph and writes the word 3	, the s					<u>1</u> 012	<u> </u> <u> </u>	4
-218-	0687								

Versal Diamenha	1172		002	002	014	.013	000	
Vowel Digraphs	113	j.	002	- 002	014	1.013	000	
Given a list of words, the student design which have the same vowel digraph sound.	ates	those						
0688								
Vowel Digraphs	113		002	002	014	014	000	
Given a list of words, the student design digraphs whose sounds are the same.	ates	those						
Vowel Digraphs	1.13		002	002	014	015	000	
1 * Given two or more words with the same vow student says two or more different sounds 3 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6								٠.
Vowel Digraphs	113		002	002	014	016	000	\rfloor^-
1 * Given a vowel digraph, the student writes contains the digraph. 3 4 5 6	a wo	rd which					·	

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owel Digraphs	113	002 002 014 017 000
* Given a vowel digraph sound, the st the vowel digraph.	udent designates	3
92 Dwel Digraphs	113	002 002 014 018 000
* Given an incomplete sentence missin vowel digraph and given orally the the student designates the missing	sentence complete	e,
93 Owel Digraphs		
* Given orally two or more words with sound and given orally and visually designates whether the vowel digraph is the same.	another word, th	he student
	·	
94 wel Digraphs	113	002 002 014 020 000
wei biglaphs		

Vowel Digraphs	113	002 002 014 021 000
Given a picture of an object and givin vowel digraphs, the student dename of the object.	ven two or more wo	ords for the
6		
0696		
Vowel Digraphs	113	002 002 014 022 000
1 * Given a word with a vowel digraph, a picture of an object named by the 3 4 5 6	the student design	nates
0697		
Vowel Digraphs	113	002 002 014 023 000
1 * Given an incomplete sentence, the st vowel digraph which best completes to 5 6	udent designates he sentence.	the word with a
0698		
Vowel Digraphs	113	002 002 014 025 000
1 * Given a word, the student designates digraph. 3 4 5 6	its vowel	
0699		
ĬC.	-221-	

Vowel Digraphs	113	002 002	014 026 000
Given a sentence with an incomplete word designates the vowel digraph which best word.	d, the student completes the		
0700	112	Taga Taga	
Vowel Digraphs 1 * Given a sentence with an incomplete word writes the vowel digraph which best complete words and the sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words writes the vowel digraph which best complete words are sentence with an incomplete words are sentence with a sentence wit	113 d, the student pletes the word		014 029 000
0701			
1 2 3 4 5 6			
1 2 3 4 5			
5 6			
-222	2-		

Consonants, Final	093		003	002	016	001	000	
* Given orally two words, identical except adaitional final consonant sound, the stu order of occurrence, (E.g. walk walked help helped)	that		n		, OTO	OUI	000	
702								
Consonants, Final	093		002	002	016	002	000	
* Given two words, identical except that on added final consonant sound, the student words in order of occurrence (E.g. walk help	says	the i						••
consonants, Medial * Given orally two words, identical except		one has a	002	002	016	003	000]
* single consonant and the other has the sa doubled, the student designates the words occurrence. (E.g. caned canned diner dinner)								
704			.	,				—
Consonants, Medial	096]	002	002	016	004	000	
1 * Given two words, identical except that on 2 * consonant and the other has the same cons	onant		o ca	ned c	o o d			

Silent Letters	11)	002	002	016	005	000
1 * Given orally two words, identify the control of the student designate (e.g. cam came).			ence	:		
5 6						
0706 Silent Letters	119	002	002	016	006	000
1 * Given two words, identical exc 2 * in one, the student says the w 3 (e.g. cam came)				•		
5 6						
						
•						
0707		000	00.0		-	
Vowels: Word Completion 1 * Given an incomplete word, the missing vowel. 3 4 5 6	student designates the	[002]	002	016	007	000_j
· • ·						
0708 Vowels: Word Completion	115	002	002	016	008	000
1 * Given an incomplete word, the						
missing vowel digraph. 3 4 5						
0709	-224-					

Vowel Type	116	002 002 016	009 000
Given orally a word, the student design vowel(s) found in the word. (E.g. long, 5 6			
Vowel Recognition	117	002 002 016	010 000
1 * Given a vowel sound, the student design with the same vowel sound. 3 4 5 6 6	ates a word		
Vowel Recognition	117	002 002 016	011 000
1 * Given a vowel sound, the student says 2 * with the ame vowel sound. 3 4 5 6 6	one or more wor		
0712			
Vowel Type	116	002 002 016	1012 1000
Given orally a word, the student says to vowel(s) found in the word. (E.g. long, 5 6 6	he type(s) of short, silent)		
0713	5-		

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Vowel Type 116 1 * Given a word, the student says the type(s) of vowe found in the word. (E.g. long, short, silent) 0714 Vowel Type 116 1 * Given a word, the student designates the type(s) of vowel(s) found in the word. (E.g. long, short, silent) 0715 Vowel Recognition 117 1 * Given a word, the student designates another word with the same vowel sound. 0716 0717 0718 Given a word, the student designates another word with the same vowel sound. 0719 0719 0710 0711 Civen a word, the student designates another word with the same vowel sound. 0711 0711 Civen a word, the student says another word with the same vowel sound.	002 002 016 014 000 of
found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word. (E.g. long, short, silent) found in the word, the student designates another word with the same vowel sound.	002 002 016 014 000 of
Vowel Type 1	of
Vowel Type 1	of
Given a word, the student designates the type(s) of vowel(s) found in the word. (E.g. long, short, siles of the student designates another word with the same vowel sound. Given a word, the student designates another word with the same vowel sound. Given a word, the student designates another word with the same vowel sound. Given a word, the student says another word with the same vowel sound.	of
vowel(s) found in the wori. (E.g. long, short, silly state of the word of the word. (E.g. long, short, silly state of the word with the same vowel sound. 715 Vowel Recognition 117 1 * Given a word, the student designates another word with the same vowel sound. 716 Vowel Recognition 117 1 * Given a word, the student says another word with the same vowel sound.	
O715 Vowel Recognition 117 Siven a word, the student designates another word with the same vowel sound. O716 Vowel Recognition 117 Siven a word, the student says another word with the same vowel sound.	•
Vowel Recognition 117 1 * Given a word, the student designates another word with the same vowel sound. 716 Vowel Recognition 117 1 * Given a word, the student says another word with the same vowel sound.	·
Vowel Recognition 117 Civen a word, the student designates another word with the same vowel sound. 716 Vowel Recognition 117 Civen a word, the student says another word with the same vowel sound.	•
Given a word, the student designates another word with the same vowel sound. 716 Vowel Recognition 1 * Given a word, the student says another word with the same vowel sound.	002 002 016 015 000
Vowel Recognition 1 * Given a word, the student says another word with to same vowel sound. 3 4 5	
Vowel Recognition 117 A * Given a word, the student says another word with to same vowel sound.	
Given a word, the student says another word with to same vowel sound.	002 002 016 016 000
<u>~ 1 </u>	the
· · · · · · · · · · · · · · · · · · ·	
717 -226-	

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Vowel Type	116	002	002	016 01	7 000
1 * Given a list of words, the s	student decionates the two	(e)			
2 * Given a list of words, the s					
3	,	,			
4					
5					
0					
	4				
0718		1000	200	016 01	0 1000
Vowel Type	116	002	002	016 01	8 000
1 * Given a list of words, the s	student says the type(s)				
2 * of vowei(s) found in each wo	ord. (E.g. long, short, sil	ent)			
3					
5					
6					,
· ·					
0719			Г	7	
Vowel Recognition	117	002	002	016 01	9 000
1 * Given a list of words, the s					
1 * Given a list of words, the s 2 * with the same vowel sound.	student designates those				
3					
4					
2-					
	· · ·				
	•		·		
0720					
Vowel Recognition	117	002	002	016 02	000
vower Recognition	<u> </u>	1002	1002	1010 102	V KRIII
1 * Given a list of words, the s					
2 * words with the same vowel so	o un d.				
131					
5					
6					
			٠		•
				•	
1					

ERIC FIGURES PROVIDED TO FING

Vowels: Substitution	118	002 002	016 031 000
		002 002	016 021 000
1 * Given orally a word and given a vowel	sound, the stud	lent	
2 * substitutes the yowel sound and says the	ne word formed.		
5			
5			
			·
0722			
Vowels: Substitution	118	002 002	016 022 000
1 * Given orally a word and given a vowei s	sound, the stud	ent	
2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound and designated as 2 * substitutes the vowel sound	ates the word f	ormed.	
4			
5			
			
0723			,
Vowels: Substitution	118	002 002	016 023 000
1 * Given orally a word and given a vowel s	sound, the stud	ent	•
2 * substitutes the vowel sound and writes	the word forme	d.	
3 4		, .	
3			
6			
			·
0724	· ·		
Vowels: Substitution	118	002 002	016 024 000
1 * Given a word and given a vowel sound, t	he student	_ 	
2 * substitutes the vowel sound and says th			
3			
5			
6			
			·
			·
-22 -22	8-		

# Given a word and given a vowel sound, the student substitutes the vowel sound and designates the word formed. 726								
Substitutes the vowel sound and designates the word formed.	Vowels: Substitution	118		002	002	016	025	000
Vowels: Substitution ** Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed. ** Given a word and given a vowel sound and writes the word formed. ** Given orally a word and given visually a vowel sound, ** Given orally a word and given visually a vowel sound and says the word formed. ** (e.g. ā, ă, ä), the student substitutes the vowel sound ** Given orally a word and given visually a vowel sound ** Given o	substitutes the vowel sound and desig							
Vowels: Substitution 118 002 002 016 026 00 ** Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed. 727 ** Vowels: Substitution 118 002 002 016 027 00 ** (e.g. ā, ă, ă), the student substitutes the vowel sound, and says the word formed. 728 ** Vowels: Substitution 118 002 002 016 027 00 ** (e.g. ā, ă, ă), the student substitutes the vowel sound and says the word formed. 728 ** Vowels: Substitution 118 002 002 016 028 00 ** (e.g. ā, ă, ă), the student substitutes the vowel sound and designates the word formed.								
Vowels: Substitution 118 002 002 016 026 00 X Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed.							٠	
Vowels: Substitution 118 002 002 016 026 00 X Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed.	•							
Vowels: Substitution 118 002 002 016 026 00 * Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed. * Given orally a word and given visually a vowel sound, (e.g. ā, ă, ä), the student substitutes the vowel sound and says the word formed. * Given orally a word formed. * Given orally a word formed. * Given orally a word and given visually a vowel sound and says the word formed. * Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a vowel sound and designates the word formed. * Given orally a word and given visually a word a								
Vowels: Substitution 118 002 002 016 026 00 X Given a word and given a vowel sound, the student substitutes the vowel sound and writes the word formed.								
Substitutes the vowel sound and writes the word formed. 27		118		002	002	016	026	000
Substitutes the vowel sound and writes the word formed. 27	* Given a word and given a vowel sound.	the stude	n t	L		<u> </u>		<u> </u>
727 Wowels: Substitution 118	* substitutes the vowel sound and write							
Towels: Substitution 118			•					
Given orally a word and given visually a vowel sound, (e.g. \(\bar{a}\), \(\bar{a}\), the student substitutes the vowel sound and says the word formed. 728			•					
Given orally a word and given visually a vowel sound, (e.g. \(\bar{a}\), \(\bar{a}\), the student substitutes the vowel sound and says the word formed. 728				·				
Given orally a word and given visually a vowel sound, (e.g. \(\bar{a}\), \(\bar{a}\), the student substitutes the vowel sound and says the word formed. 728							•	
Given orally a word and given visually a vowel sound, (e.g. \(\bar{a}\), \(\bar{a}\), the student substitutes the vowel sound and says the word formed. 728	·							•
* Given orally a word and given visually a vowel sound, (e.g. ā, ă, ä), the student substitutes the vowel sound and says the word formed. 728 70wels: Substitution * Given orally a word and given visually a vowel sound (e.g. ā, ă, a), the student substitutes the vowel sound and designates the word formed.		770		000	Toon	T016	007	
(e.g. ā, ă, a), the student substitutes the vowel sound and says the word formed. 728 728 728 728 739 740 750 760 773 773 774 775 775 775 776 777 777 778 778	/owels: Substitution	110		1002	1002	1010	1027	1000
728 /owels: Substitution	* (e.g. ā, ă, ä), the student substitut	y a vowel es the vow	sound, el sound					
wels: Substitution 118 002 002 016 028 00 * Given orally a word and given visually a vowel sound (e.g. ā, ă, à), the student substitutes the vowel sound and designates the word formed.								
wels: Substitution 118 002 002 016 028 00 * Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.								
wels: Substitution 118 002 002 016 028 00 * Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.								
wels: Substitution 118 002 002 016 028 00 * Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.	-							
wels: Substitution 118 002 002 016 028 00 * Given orally a word and given visually a vowel sound (e.g. ā, ă, ä), the student substitutes the vowel sound and designates the word formed.								
(e.g. ā, ă, a), the student substitutes the vowel sound and designates the word formed.		118		002	002	016	028	000
(e.g. ā, ă, a), the student substitutes the vowel sound and designates the word formed.	* Civen evally a word and given viguall	y a youal	gound					_
	(e.g. \tilde{a} , \tilde{a}), the student substitut							
·								
·								

owels: Substitution	118	002	002	016	.029	000
* Given orally a word and given visure (e.g. ā, ă, ă), the student substitution and writes the word formed.		und				
100						
730 Vowels: Substitution	118	002	002	016	03,0	000
* Given a word and given visually a * (e.g. ā, ă, ä), the student substi						
			R -			
* Given a word and given visually a * (e.g. ā, ă, ä), the student substi	tutes the vowel	002	002	016	031	000
sound and designates the word form	ed.			•		
						•
Vowels: Substitution	118	002	002	016	032	000
* Given a word and given visually a * (e.g. ā, ă, ä), the student substite sound and writes the word formed.						
						
733						

Vowe	1 Comparisons: Long and Short	114	1	002	002	016	034	000
1 * 2 * 3 4 5 6	Given a word and given orally and visuall the student designates whether or not the same vowel sound.	Ly ano ⊇`word	ther word s have th	, e				
0734	1. Truno	1		1	1			
vowe	1 Type	116		002	002	016	036	000
1 * 2 * 3 4 5 6	Given orally and visually a word, the stuits long and/or short vowel(s).	dent	designate	s				
0735						,	1	
Vowe	l Type	116		002	002	016	037	000
1 * 2 * 3 4 5 6	Given a picture of an object and given tw differing only in medial vowels, the stud word that is the name of the object.	o or g	more words	5				
0736		1		-	· ·		Γ -	
Vowe	Туре	116		002	002	016	039	000
1 * 2 * 3 - 4 - 5 - 6	Given a word, the student designates anot same vowel sound.	her wo	ord with (th e				
0737	·							
L I						_		

Jovel Type Tife	Vowel Type	116	002	002	016	040	000
33 38 39 39 39 39 39 39			the				-
Siven a picture of ar object, the student designates the picture of another object whose name contains the same vowel sound.							
Siven a picture of an object, the student designates the picture of another object whose name contains the same vowel sound.	Vowel Type	116	002	002	016	041	000
Cowel Comparisons: Long and Short # Given a vowel sound, the student designates the letter of the sound. # Given a vowel sound. # Given a sound. # Given a sentence with an incomplete word, the student writes the missing vowel.	picture of another object whose nam vowel sound.						
Cowel Comparisons: Long and Short 114 002 002 016 044 000 * Given a vowel sound, the student designates the letter of the sound. * Cowels: Substitution 118 002 002 016 046 000 * Given a sentence with an incomplete word, the student writes the missing vowel.	39	·			-		-
the sound. Towels: Substitution Towels: Su	Jowel Comparisons: Long and Short	114	002	002	016	044	000
* Given a sentence with an incomplete word, the student writes the missing vowel.	driver a voner bound, the beddene de	signates the lett	er of		,	,	
* writes the missing vowel.	Vowels: Substitution	118	002	002	016	046	000
41		word, the studen	t				·
	741						

* *

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002 002 016 048 Vowel Comparisons: Long and Short Given a word, the student designates its vowels. Vowels and Controllers: 'L' and 'R' Given orally and visually a word, the student designates the vowel controller (1 or r). Vowels and Controllers: 'L' and 'R' Given orally a word and given orally and visually another word, the student designates whether or not the words have the same vowel controller (1 or r). Vowels and Controllers: 'L' and 'R' 01.6 Given an incomplete sentence, the student designates the word with a vowel controller $(1 \text{ or } \underline{r})$ which best completes the sentence.

Vowels and Controllers: 'L' and 'R'	112	002 002	016 0	56 000
Given a picture of an object, the studen the word with a vowel controller (1 or r) the object.	t designates which is the	name of		
0746			·	
Vowels and Controllers: 'L' and 'R'	112	002 002	016 0	57 000
1 * Given two words containing vowel control: 2 * designates whether or not the vowel sound 3 - 4 - 5 - 6 - 6	lers (<u>l</u> or <u>r</u>), ls are the same	the studer	nt	
0747		I		
1 2 3 4 5 6				
		T 1		
1 2 3 4 5 6			1 1	
-234-				

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		<u> </u>	
Silent Letters		002 002 01	7 001 000
1 * Given a list of words some of who	ich have silent lett	ers, the student	designates
2 * the silent letters.			_
4	,		
5			×
101			
0748			
Silent Letters	119	002 002 01	7 002 000
Ī,			
Given a list of words all having silent letter(s).	silent letters, the	student designa	tes the
		•	
5			
6		•	•
			•
0749			
Silent Letters	119	002 002 01	7 003 000
1 * Given a list of words, the studer	nt designates those	words with silen	t letters.
2 *			·
4			
5			
٠			
		•	
0750			
Silent Letters	119	002 002 01	7 004 000
1 * Given a word with a silent letter	the student cave	the word	
[2]*]	., the bludent bays	che more.	
3 4 5			
3			
6			
		·	•
0751			·
-235			

Silent Letters	119	002 002 017 006 000	_
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	student design	ates the silent letter.	
3 4			
5			
0752			
Silent Letters	119	002 002 017 007 000	
1 * Given a word, the student designates	another word wi	th the same silent letter	
2 * pattern.			
5			
0753			
Silent Letters	119	002 002 017 009 000	
1 * Given an incomplete word, the student	writes the miss	sing silent letters.	
3 4			
5			
·			
0754			
Silent Letters	119	002 002 017 011 000	
1 * Given an incomplete sentence missing	word with one	or more silent letters,	
2 * the student designates the missing wor	d.		
5 6			
		•	
 			
-236-			

					
Letter(s)/Sound Correspondence	120	003	2 010	007	000
Letter (8)/30und Correspondence		002 00	2 018	001	COO
Given a letter, the student designates stands.	the sound(s) f	or which t	he lette	er	
5					
0756					
Letter(s)/Sound Correspondence	120	002 00	018	002	000
Given a letter combination, the studen letter combination stands.	t says the soun	d(s) for w	nich the	:	
5					
:					
	•				
0757					
Letter(s)/Sound Correspondence	120	002 00	2 018	003	000
		-		~~~	
Given a word with a specified letter, which the letter stands.	the student say	s the soun	i for		
3 4					
 					
6					
6					
6	-				
6	·				
0758					
0758					
0758					
0758					
0758					
0758					
0758					
0758					
0758					

APPLY RULES OF SPELLING AND MECHANICS
002 003



1	Phonic Skills Application	121	002 003	1 :003	001 000
Phonic Skills Application 121 002 003 003 002 000	Given orally a new word, the student de $\frac{2}{3}$	signates it.			
1		121	002 003	002	002 000
0760 Phonic Skills Application 121 002 003 003 000 000 1	Given a new word, the student says it.		[002]003	1003	002 1000
Phonic Skills Application 121 002 003 003 000 000 1					
3 x 4 x 5 6		121	002 003	003	003 000
	3 +	ells it.			
1 2 3 4 5 5 6 6	0761				
	1 2 3 4 5			1 1	
	61				

Punctuation and Capitalization	122	002	003 004	001	000
1 * Given an unpunctuated passage, the st 2 * of each sentence. 3 * 4 * 5 *	udent writes a	period to	signify	the er	nd
5 * 6 *					
762			- ,	T -	
Punctuation and Capitalization	122	002	003 004	002	000
Given an unpunctuated passage, the st sentence to a capital letter.	udent changes t	the beginn i	ing lette	er of e	each
5 * 6 *					
<u> </u>					
763	122	002	003 004	006	000
Punctuation and Capitalization			и у дила	_1111116	11/17/
Given a punctuation mark, the student 3 *	says its func	tion.			
4 * 5 ★					
6 *					
764					_
Punctuation and Capitalization	122	002	003 004	007	000
Given a word beginning with a capital	l l ett er, the s	tudent say	s why it	is	
2 * capitalized.					
4 * 5 *					
6 *					
	,				

Punctuation and Capitalization	122	002 003	004 008 000
1 * Given a punctuation mark, the stude	ent designates it	s function.	
Given a punctuation mark, the stude 2 * 3 * 4 * 5 * 6 *			
5 * 6 *			
0766			
Punctuation and Capitalization	122	002 003	004 009 009
2 t marks.	student adds the	appropriate p	unctuation
4 * 5 *			. ·
6			
0767			
0707			
1 2			
3 4			
5			
·			
$\frac{1}{2}$			<u>-</u>
1 3 4 5 6			
<u>6</u>			
	·		

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STRUCTURAL ANALYSIS

002 004

constructed. 2	Compound Words	123	ٺ		002	004	001	001	000
ompound Words Given orally a compound word, the student writes the words from which it is constructed. Ompound Words Given a compound word, the student says the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. TOO DOO: 004 001 002 000 DOO: 004 001 003 000 DOO: 004 001 003 000 DOO: 005 005 005 005 005 005 005 005 005 00	21* constructed.	: says	the	words	fro	m whi	ch it	is	
ompound Words 2 Given orally a compound word, the student writes the words from which it is constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed. 2 Constructed.				•					
Given orally a compound word, the student writes the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed.									
Given orally a compound word, the student writes the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed.									
Given orally a compound word, the student writes the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed.									
Given orally a compound word, the student writes the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student says the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed. Given a compound word, the student designs is the words from which it is constructed.	768								
constructed. Topound Words Given a compound word, the student says the words from which it is constructed. Topound Words Civen a compound word, the student designals the words from which it is constructed.	ompound Words	123			002	004	001	002	000
constructed. Topound Words Given a compound word, the student says the words from which it is constructed. Topound Words Civen a compound word, the student designals the words from which it is constructed.	Given orally a compound word, the student	write	es ti	he wor	ds f	rom w	hi c h :	it is	
ompound Words Given a compound word, the student says the words from which it is constructed. To ompound Words Civen a compound word, the student designals the words from which it is constructed.	constructed.								
ompound Words Given a compound word, the student says the words from which it is constructed. The compound words are compound words are constructed. Civen a compound word, the student designals the words from which it is constructed.									
ompound Words Given a compound word, the student says the words from which it is constructed. To ompound Words Given a compound word, the student designals the words from which it is constructed.	<u>1</u>								
Given a compound word, the student says the words from which it is constructed. To propound Words Civen a compound word, the student designals the words from which it is constructed. Civen a compound word, the student designals the words from which it is constructed.	•		,						
Given a compound word, the student says the words from which it is constructed. To propound Words Civen a compound word, the student designals the words from which it is constructed. Civen a compound word, the student designals the words from which it is constructed.									
Given a compound word, the student says the words from which it is constructed. To be a compound word word word, the student designal the words from which it is constructed.	769	Τ_	$\overline{}$				T:	 	1
mpound Words Civen a compound word, the student designals the words from which it is constructed.	ompound Words	123	ل		002	1004	-001	1003	b00
ompound Words Civen a compound word, the student designals the words from which it is constructed.	the state of the s	he wo	rds :	from w	hich	it i	s con	struc	ted.
ompound Words Civen a compound word, the student designals the words from which it is constructed.									
ompound Words * Civen a compound word, the student designals the words from which it is constructed. * 771									
ompound Words * Civen a compound word, the student designals the words from which it is constructed. * 771									
ompound Words * Civen a compound word, the student designals the words from which it is constructed. * 771	•			-					
ompound Words * Civen a compound word, the student designals the words from which it is constructed. * 771	770								
constructed.	ompound Words	123			002	004	001	004	000
771	civen a compound word, the student design	4. 28 1	the v	words	from	whic	h it	is	
771								v *	
771									
-243-	771								

Compound Words	123	<u></u>		002	004	001	005	000
$\frac{1+x}{2+1}$ Given a compound word, the student write	s the	words	from	n whi	ch it	isc	onstr	ucted.
3 *								
· · · · · · · · · · · · · · · · · · ·								
		٠						
7772					Τ		T	Τ-1
Compound Words	123	_		002	004	001	006	000
Given a word, the student says a compoun	d word	of w	hich	it i	s a c	ompon	ent.	
	•							
5								
								•
773				000	001	001	007	000
Compound Words	123			002	<u></u>	001	1007	1000
* Given a word, the student designates a c	ompoun	d wor	d of	whic	h it	is a	compo	nent.
3 * 44								
5								
774	123			002	004	001	008	000
Comprund Words		_		سيني ا				
					•			
2 *	ound wo	rd of	whi	ch it	18 8	comp	onent	•
2 * 3 * 4	ound wo	rd of	whi	ch it	18 8	o comp	onent	•
2 * 3 * 4	ound wo	rd of	whi	ch it	is a	J COMÎ	onent	•
2 * 3 * 4 4 5 5	ound wo	rd of	whi	ch it	18 6	o Comb	onent	
Given a word, the student writes a composite of the student writes a compo	ound wo	rd of	wh1	ch it	18 8	у С <i>с</i> эшЁ	oonent	·•
2 * 3 * 4 4 5 5	ound wo	rd of	whi	ch it	18 8	a Comb	oonent	·•

		1			1	1
Compound Words	123	002	004	001	009	000
1 * Given two or more words, the student says 2 * components. 3 * 4 5 6	s compound word	s of wi	hich	they	are	
0776						
Compound Words	1.3	002	004	001	010	000
1 * Given two or more words, the student designated are components. 3 * 4 5 6	ignates compound	d words	of	which	the	y
0777		·		<u> </u>		,
Compound Words	123	002	004	001	011	boo
1 to Given two or more words, the student write	es compound was	rda of	white	h the	v st	.
Given two or more words, the student write components. Given two or more words, the student write components.	es compound wo	rds of	whic	h the	y are	2
2 * components. 3 * 4 5 6		, - i				,
2 * components. 3 * 4 5 6	123	002	004	001	012	000
Compound Words Compound Words Given a new compound word composed of fammeaning of the compound word.	123	002	004	001	012	looo J

Compound Words	123	002 004	001 013 000
* Given a sentence with one word * designates the missing compone		ssing, the s	student
*			
			
		•	•
780	722	002 004	001 014 000
Compound Words	123	002 004	
Civen a sentence with an income compound word and writes the m	• • • •	the student	completes the
701			•
781	123	002 004	001 015 000
compound Words * Given instructions to do so, t			
*			
		•	·
78 2			
ompound Words	123	002 004	001 016 000
* Given instructions to do so, t	the student writes one	o r more c om i	oound words.
*			
	·	•	
			•
702			
783			

Compound Words	123	002	004	001	018	000
1 * Given a selection, the student designate	tes one or mo	re compou	nd wo:	rds.		
2 * 3 *		•				
4 5						
6						
0784	· · · · · · · · · · · · · · · · · · ·		T	1		
Compound Words	123	002	004	001	019	000
Given two lists of words, the student was using one word from each list.	rites all the	possibl	e com	pound	words	3
3 *	•	· .				
5		٠.				
6	•					
0785						
Compound Words	123	002	004	001	021_	000
2 s word that completes the compound	apouna word,	cne stude	nt de	signa	tes t	ne
3 + 4						
5						
د. ات						
0786		·	,			, ,
Compound Words	123	002	004	001	024	000
1 * Given two or more words, the student d	esignates the	compound	word	(ti) f	ormed	
2 * from them. 3 *						•
4						
6		-				
						•
						
0787						
-247-						

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Сотр	ound Wo	ords	1				123			002	004	001	025	000	
1 *	!		incomplete	sentence,	the	student	desig	nates							
2 *															
3 * 4 5 6). Ne					
	ı														
0700	ļ														
0788							<u> </u>	<u> </u>				1			
1							<u>. </u>		,					- -	J
3															
1 2 3 4 5															
			•			•									
			:												
]														
										· ·				 	
1		-							'						_
3 4										·t					
5										•	•				
6															
															•
ļ —															
<u> </u> 			· · ·								İ		Ţ	T	T
1							<u></u> ,		•				-		•
2								•							
1 2 3 4 5 6															
6												•			
<u> </u>															
<u></u>															

A 1 C4			124		JALL	- 1114	:002		
	ence, the st	udent designat	es those	words	ending	in <u>s</u>	which	are	
* possessives.									
*									
		•							
	i Negra								
	* 5								
89						T	1	T	Τ-
ossessives			124		002	004	002	002	000
			_	_					
Given a sente	ence with a p	possessive for sed correctly.	m, the st	udent	designa	țes w	hethe	r or	not
the possessiv	ve lotin is a	sea correctly,							
* -					•				
				,		•			
									
	•				· ·				
20									
90]					000	T	1000	1	1000
ssessives			124	,	002	004	002	1003	000
	un the etw	dent designate	s its pos	s essi	e form.				
* Given a prono	Julia File Brus	9	•						
*	our, the stu								
*	on, the stu								
*	one scu								
* * * * * * * * * * * * * * * * * * *	on, the stu								
# Given a prono	on, the stu	· <u>.</u>							
* * * * * * * * * * * * * * * * * * *	on, the stu	· .							
* * * * * * * * * * * * * * * * * * *	on, the stu	. .							
* * * * * * * * * * * * * * * * * * * *	on, the stu	`:							
*	on, the stu	· <u>.</u>							
*	on, the stu	· :	124		002	1004	002	004	000

Possessives		124	002	004 00	02 005	000
* Given a noun, the	student designa	tes its possessi	ve form.			
3 *						
* *						
	-					
			•			
793						-
°ossessives		124	002	004 00	006	000
# Given a noun, the	etudent unites	ite noesessive f	O.TT			
3 *	Student Willes	its possessive i	Oran.			
<u>*</u>						
:						
•						
794 .	•					
		124	002	004 0	02 007	00C
ossessives			1			
# Given orally a not	in or pronoun, t	he student write	s its posse	ssive fo	orm.	
3 * 1 *				•		
		•				
		•				
						
795				\top		T
ossessives		124	002	1004 10	02 1008	000
* Given orally a nou	m or pronoun, 🗈	he student orall	y spells it	s posse	ssive fo	rm.
*			w + 1 d ,			
*		,	***			
		•				
						

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Ossessives 124	:		124		10(2 009 000
Cossessives 124		entence, the st	udent designates	the missing	pcssessive
ossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * The state of the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. * Given orally an inflected verb, the student orally spells it.	*				
Ossessives # Given an incomplete sentence, the student writes the missing possessive word. # Given a sentence with an inflected varb, the student writes whether or not the verb form is used correctly. # Given orally an inflected verb, the student orally spells it.	· ·		,		
cossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not to the verb form is used correctly. * Given orally an inflected verb, the student orally spells it. * Given orally an inflected verb, the student orally spells it.					
cossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not to the verb form is used correctly. * Given orally an inflected verb, the student orally spells it. * Given orally an inflected verb, the student orally spells it.	<i>:</i> •				
cossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not to the verb form is used correctly. * Given orally an inflected verb, the student orally spells it. * Given orally an inflected verb, the student orally spells it.	••				
cossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not to the verb form is used correctly. * Given orally an inflected verb, the student orally spells it. * Given orally an inflected verb, the student orally spells it.					•
cossessives 124 002 004 002 010 000 * Given an incomplete sentence, the student writes the missing possessive word. * Given a sentence with an inflected verb, the student writes whether or not to the verb form is used correctly. * Given orally an inflected verb, the student orally spells it. * Given orally an inflected verb, the student orally spells it.	707				
Given an incomplete sentence, the student writes the missing possessive word.			124	002 004	002 010 000
mflected Words Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. Given orally an inflected verb, the student orally spells it.					
flected Words A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. A A A A Civen orally an inflected verb, the student orally spells it.	Given an incomplete se	ntence, the st	ident writes the	missing poss	sessive word.
nflected Words # Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. # # # # # # # # # # # # # # # # # # #					
mflected Words # Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. # # # # # # # # # # # # # # # # # # #					
A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.					
A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.					
A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.				•	
A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.		•			
A Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.	700	•			
Given a sentence with an inflected verb, the student writes whether or not the verb form is used correctly. 799 Inflected Words Given orally an inflected verb, the student orally spells it.	,		125	602 004	002 011 000
the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly. the verb form is used correctly.				<u> </u>	
# Given orally an inflected verb, the student orally spells it. # * * * * * * * * * * * * * * * * * *	02,000 00000000000000000000000000000000		erb, the student	writes wheth	ner or not
mflected Words * Given orally an inflected verb, the student orally spells it. * *	*	COLLECTY.			
mflected Words ** Given orally an inflected verb, the student orally spells it. ** ** ** ** ** ** ** ** **	*			•	•
inflected Words * Given orally an inflected verb, the student orally spells it. * *					
inflected Words * Given orally an inflected verb, the student orally spells it. * *			•	•	
# Given orally an inflected verb, the student orally spells it. * * * * * * * * * * * * *					ř.
# Given orally an inflected verb, the student orally spells it. * * * * * * * * * * * * *					
# Given orally an inflected verb, the student orally spells it. * * * * * * * * * * * * *					
# Given orally an inflected verb, the student orally spells it. * * * * * * * * * * * * * * * * * * *		,			
		· · · · · · · · · · · · · · · · · · ·			200 200 200
			125	002 004	002 012 000
	Inflected Words	eted verb, the			002 012 000
	mflected Words * Given orally an inflection	ted verb, the			002 012 000
·	Inflected Words * Given orally an inflection at the control of th	ted verb, the			002 012 000
	Inflected Words A Given orally an inflection in the control or co	ted verb, the			002 012 000
	Inflected Words A Given orally an inflection in the control or co	ted verb, the			002 012 000
200	Inflected Words A Given orally an inflection in the control or co	ted verb, the			002 012 000
***************************************	Tinflected Words * Given orally an inflection	ted verb, the			002 012 000
	Inflected Words * Given orally an inflection in the control or co	ted verb, the			002 012 000

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Inflacted Words		125	002	004	002	013	000
1 * Given orally an inflect	ed verb, the st	udent spells	(writes) i	t co	rrect	ly.	
3 *							
5							
6							
801	·						
Inflected Words		125	002	004	002	014	000
							1000
2 * sentence using the spec	an inflection (e ified verb form	e.g. <u>ed</u> , <u>ing</u>),	tne stud	ent	writes	за	
3 * 4 *							
5							
802							
Inflected Words		125	002	004	002	015	000
1 * Given a sentence, the s	tudent designate	es the tense o	of the ver	Ъ.			
2 * 3 *	-	•					
4 * 5	•						
6					. `	U	
			•				
803	-		200		0.12	016	000
Inflected Words		125	002	004	002	016	000
d	tence, the stude	ent writes the	inflecte	d fo	rm		
3 7							
4 7 5							
6							
							•
0804				,			

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nflected Words	125	002 004 0	02 017 000
# Given an incomplete sentence, the stude of the missing verb. # #	ent writes the	inflected form	
805	125	002 004 0	02 018 000
* Given an incomplete sentence, the stud		<u></u>	
missing verb.			
· ·			
. d.,d			
nflected Words	125	002 004 0	02 019 000
Given orally a familiar verb and given			
student writes the inflected form of t		16011011 (6.g. <u>6</u>	u, ing/, the
*			
807			
	125	002 004 0	02 020 000
nflected Words * Given a familiar verb and given an inf	lection (e.g.		
<pre>designates the inflected form of the v</pre>	lection (e.g. erb.		
# Given a familiar verb and given an inf # designates the inflected form of the v	lection (e.g.		
# Given a familiar verb and given an inf designates the inflected form of the v	lection (e.g. erb.		
# Given a familiar verb and given an inf # designates the inflected form of the v	lection (e.g. erb.		
# Given a familiar verb and given an inf # designates the inflected form of the v	lection (e.g. erb.		

Given a familiar verb and	given an inflection (e.g.	ed, ing), the studen	t
writes the inflected form	of the verb.		
<u>,</u>			
	.•		
	·		
09			
nflected Words	125	002 004 002	022 000
Given orally a familiar ve	rb and given orally an inf	lection (e.g. <u>ed</u> , <u>i</u>	ng),
the student designates the	inflected form of the ver		-
 * 			
310	•		
10			
nflected Words	125	002 004 002	023 000
* Given a sentence, the stud	ent designates those words	ending in <u>s</u> which	are verb
*		•	
*		•	
		•	.*
311	<u> </u>		
	126	002 004 002	024 000
ingular and Plural Words	126		024 000
ingular and Plural Words * Given a plural word, the s	126		024 000
ingular and Plural Words * Given a plural word, the s	126		024 000
ingular and Plural Words * Given a plural word, the s	126		024 000
*	126		024 000
ingular and Plural Words * Given a plural word, the s	126		024 000
ingular and Plural Words * Given a plural word, the s	126		024 000

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Singular and Plural Words	126		002	004	002	025	000
Given orally a plural word, the stu	dent writes	its s	ingular	form.			
3 4							
5 6							
0813							
Singular and Plural Words	126		002	004	002	026	000
$\frac{1}{2}$ Given orally a plural word, the stu	dent d esi gna	ites i	ts sing	ular f	orm.		
3 4							•
5						,	•
			•				
·							
Singular and Plural Words	126		002	004	002	027	000
1 * Given a plural word, the student wr	ites its sin	.gular	form.				
3 *							
5							
6]							
						•	
! 							
Singular and Plural Words	126		002	004	002	028	000
1 * Given an incomplete sentence, the s		e the			-		
2 * word.	CAMPILE AT THE	-5 -116		o ••••	ə · · · · ·	r	
4 -							
6	·	•					
0816 D: 127					_	_	
-255	-						

	1127	002 004	002	028 00
* Given an incomplete sentence, the st	udent writes th	ne missing sing	ular	
**				
	;			
316 D: 126			, 	
Plura! and Singular Words	127	002 004	002	029 00
* liven orally a plural word, the stud	ent spells (wri	tes) the word.		
*				, 111
				e :-
				•
•				
		•, •		
317			1	
Plural and Singular Words	<u>1127</u>	002 004	1002	030100
Given orally a plural word, the stud				
	ent spells the	word orally.		
*	ent spells the	word orally.		
*	ent spells the	word orally.		
*	ent spells the	word orally.		
*	ent spells the	word orally.		
*	ent spells the	word orally.		
* The state of the	ent spells the	word orally.		
R18	ent spells the	002 004	002	031 00
818 Plural and Singular Words	127	002 004		
818 Plural and Singular Words * Given a sentence, the student design word is used correctly.	127	002 004		
818 Plural and Singular Words * Given a sentence, the student design word is used correctly.	127	002 004		
818 Plural and Singular Words A Siven a sentence, the student design word is used correctly.	127	002 004		
818 Plural and Singular Words * Given a sentence, the student design	127	002 004		
818 Plural and Singular Words A Given a sentence, the student design word is used correctly.	127	002 004		
818 Plural and Singular Words A Given a sentence, the student design word is used correctly.	127	002 004		

			
Plural and Singular Words	127	002 004 002 032 0	اً مود
Given a sentence, the student design plurals.	nates those words	ending in <u>s</u> which are	
Plural and Singular Words	127	002 004 002 033 0	0 <u>00</u>
Given orally a singular word, the s			
3		-	
5			
821	·		
Plural and Singular Words	127	002 004 002 034 0	000
# Given a singular word, the student	writes a sentence	using the word in its pl	lura:
2 * form. 3		J	
4	·		
1822			
Plural and Singular Words	127	002 004 002 035 0	000
# Given a singular word and given an plural form of the missing word.	incomplete senter	ace, the student writes th	h e
3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5			
6			

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Plural and Singular Words	127	<u>.</u>	002	004	002	036	000
1 * Given a singular word, the student designs	ites :	its plura	1 for	m.			
5 6							
·							
0824		•					
Ilural and Singular Words	127		002	04پ	002	037	000
1 * Given a singular word, the student writes 3	its	plural fo	rm.				
2 * 3 4 5 6 6				•	,		
				•			-
0825	, -	<u>,</u>		T .			† -
Plural and Singular Words	1.27		002	004	002	038	اممما
1 the Given orally a singular word, the student	desi	gn ate s it	s plu	ral f	orm.		
3 4 5							
6							
·							
0826	128	<u> </u>	002	004	002	039	000
Comparatives 1 * Given an adjective, the student writes its 2 *		parative			100.0	1000	100.00
2 * 3 4 5 6							
							,
0827							

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	100	000	200 1040 1000
Comparatives	128		002 1040 1000
$\frac{1}{2}$ # Given an adjective, the student de	signates its compa	rative form.	:
3			
5			
6			
0828			
Comparatives	128	002 004	002 041 000
1 * Given the comparative form of an ac	liective, the stud	ent writes it:	s positive form.
2 *	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Légador rotimo
4			
5			
	•		
0829			•
Comparatives	128	002 004	002 042 000
Given the comparative form of an action of an action of the form.	ijective, the stud	ent designate	s its positive
3 4			
3			
6			
0830			
Comparatives		002 004	002 043 000
1 * Given two or more adjectives, the	student designates	those which	are comparatives.
2 *			
4 5			
6			
		·	
0831			
-25	9-		

Comparatives	128	j		002	004	002	044	000
1 * Given a positive form of an adjective, ending.	the stud	lent	desig	nate	s its	comp	arati	ve
5 6								
	• .							
0832		1			Ţ	1	T	TT
Comparatives	128	}			004	002	045	000
2 * Civen an adjective and given an incomp. 3 comparative form of the missing adjects 5 6	lete sent lve.	ence	e, the	: stu	dent	write	s the	
0833								
Comparatives	128			002	004	002	046	000
Given an adjective, the student orally 3 4 5 6	spells i	lts (compar	ativ	e for	m.		
0834		 -		,	T-		<u> </u>	
Comparatives	128	ل		002	004	002	047	000
Given an adjective, the student spells 3 4 5 6	(writes)) it:	s comp	parat	ive f	orm.		
0835								

Comparatives		128		002	004	002	048	000
Given a sentence with a comparate whether or not the comparate	parative formive form	of an a	adjective rectly.	, th	e stu	dent	desig	nates
·								
336							-	
Superlatives		129		002	004	002	049	000
Given an adjective, the student	dent spells (writes)	its supe	rlat	ive f	orm.		
837							Τ	
Superlatives		129	,	002	004	002	050	000
* Given an adjective, the stud	ient designat	es its a	superlati	ve f	orm.			
			. •					
838					i			
Superlatives		129		002	1004	1002	1051	1000
* Given the superlative form (* positive form.	of an adjecti	ive, the	student	spe1	ls (w	rites) its	
								•
839								
·	-26 1 -							

Superlatives	129	002 004	002 052	000
1 * Given the superlative form of an adje positive form. 3 4 5	ctive, the stu	dent designate	es its	
61		·		
0840	- 			
Superlatives	129	002 004	002 053	000
Given two or more adjectives, the stusted as superlatives.	dent designate	s th ose whi ch	are	
6				
0841				
Superlatives	129	002 004	002 054	000
1 & Giver two or more adjectives, the stu	dent designate	s those which	are super	latives
3 4 5 6				
3 4 5				
3 4 5		200 200	000 055	000
3 4 5 6 6 842 Superlatives	129	002 004		
3 4 5 6 0842 Superlatives 1 * Given an adjective and given an income	plete sentence			
3 4 5 6 6 Superlatives 1 * Given an adjective and given an incom	plete sentence			
3 4 5 6 0842 Superlatives 1 * Given an adjective and given an income	plete sentence			
3 4 5 6 0842 Superlatives 1 * Given an adjective and given an income	plete sentence			

an adjective, the student orally spells its superlative form. 129 002 004 002 057 an adjective, the student spells (writes) its superlative form.	129 002 004 002 057 000 129 002 004 002 058 000 a form of an adjective, the student designate	erlatives Given an adjective, the student orally spells its superlative form. Given an adjective, the student spells (writes) its superlative form. Given an adjective, the student spells (writes) its superlative form. Given a sentence with the superlative form of an adjective, the student designat whether or not the superlative form is used correctly.	* 						
an adjective, the student orally spells its superlative form. 129 129 129 129 129 129 129 12	a form of an adjective, the student designate	erlatives Given an adjective, the student orally spells its superlative form. Given an adjective, the student spells (writes) its superlative form. Given an adjective, the student spells (writes) its superlative form. Given a sentence with the superlative form of an adjective, the student designat whether or not the superlative form is used correctly.	Superlatives	129	002	004	1002	056	.000
an adjective, the student spells (writes) its superlative form. 129 002 004 002 004 002 008 a sentence with the superlative form of an adjective, the student description of the superlative form is used correctly.	no2 004 002 057 000. Is (writes) its superlative form. 129 002 004 002 058 000 2 form of an adjective, the student designat	Given an adjective, the student spells (writes) its superlative form. Solution Solu	1		_				
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129	Given an adjective, the student ora	ally spells its sup-	erlativ	e for	m.		
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129	3						
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129	4						
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 2 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129	5						
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 2 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129	6						
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 (writes) its superlative form. 129 002 004 002 058 000 2 form of an adjective, the student designate	Given an adjective, the student spells (writes) its superlative form. 129							
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000. Is (writes) its superlative form. 129 002 004 002 058 000 2 form of an adjective, the student designates	Given an adjective, the student spells (writes) its superlative form. 129							
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 002 (writes) its superlative form. 129 002 004 002 058 000 002 form of an adjective, the student designates	Given an adjective, the student spells (writes) its superlative form. 129							
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 00 002 058 000 002 004 002 058 000 002 004 002 058 000 002 004 002 058 000	Given an adjective, the student spells (writes) its superlative form. 129							
an adjective, the student spells (writes) its superlative form. 129 002 004 002 057	129 002 004 002 057 000 002 (writes) its superlative form. 129 002 004 002 058 000 002 form of an adjective, the student designation of the student designa	Given an adjective, the student spells (writes) its superlative form. 129	0844						
an adjective, the student spells (writes) its superlative form. 129 002 004 002 008 a sentence with the superlative form of an adjective, the student description of the superlative form is used correctly.	(writes) its superlative form. 129	Given an adjective, the student spells (writes) its superlative form. 129	7044			T	 	T	1
an adjective, the student spells (writes) its superlative form. 129 002 004 002 058 a sentence with the superlative form of an adjective, the student description of the superlative form is used correctly.	129 002 004 002 058 000 e form of an adjective, the student designa	Given an adjective, the student spells (writes) its superlative form. 129	Superlatives	129	002	004	002	057	aca
a sentence with the superlative form of an adjective, the student des	129 002 004 002 058 000 e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.					_		
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designate whether or not the superlative form is used correctly.	$\frac{1}{2}$ Given an adjective, the student spe	ells (writes) its s	uperla	ive f	orm.		
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.	3 1						
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.	4						
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.	<u>5</u>						
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.	5						
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.							
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.							
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designate	Given a sentence with the superlative form of an adjective, the student designary whether or not the superlative form is used correctly.							
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designa	Given a sentence with the superlative form of an adjective, the student designa whether or not the superlative form is used correctly.							
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designa	Given a sentence with the superlative form of an adjective, the student designa whether or not the superlative form is used correctly.		•					
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designa	Given a sentence with the superlative form of an adjective, the student designa whether or not the superlative form is used correctly.	0845						
sentence with the superlative form of an adjective, the student des	e form of an adjective, the student designa	Given a sentence with the superlative form of an adjective, the student designa whether or not the superlative form is used correctly.			00.2	004	00.2	058	000
or not the superlative form is used correctly.		whether or not the superlative form is used correctly.	Superlatives	129_	1002	1004	100_	1030	1000
or not the superlative form is used correctly.		whether or not the superlative form is used correctly.	1 * Given a sentence with the superlati	ive form of an adje	ctive,	the s	tuden	t des	igna
		6	2 * whether or not the superlative for	m is used correctly	•				
		6	3						
		6	4						
				•					
, , , , , , , , , , , , , , , , , , , ,		lected Words 125 002 004 002 059 000	1846			- i	7	T	T^-
ords 125 002 004 002 059	has long long long long tong		Inflected Words	125	002	004	002	059	000
	125 002 00		O846 Inflected Words						
		I	Given an incomplete verb in a sent	ence, the student wi		upi			
an incomplete verb in a sentence, the student writes the appropriate		Given an incomplete verb in a sentence, the student writes the appropriate	inflected form of the verb.						
an incomplete verb in a sentence, the student writes the appropriate ted form of the v erb.									
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 *						
an incomplete verb in a sentence, the student writes the appropriate ted form of the v erb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * * * *						
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * 3 * 5						
an incomplete verb in a sentence, the student writes the appropriate ted form of the v erb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * · · · · · · · · · · · · · · · · · ·						
an incomplete verb in a sentence, the student writes the appropriate ted form of the v erb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * · · · · · · · · · · · · · · · · · ·						
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * · · · · · · · · · · · · · · · · · ·						
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * 4 * 5 * 5 * 5 * 6 * 6 * 6 * 6 * 6 * 6 * 6						
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	3 * 3 * 5						
an incomplete verb in a sentence, the student writes the appropriate ted form of the verb.		Given an incomplete verb in a sentence, the student writes the appropriate inflected form of the verb.	inflected form of the verb.						

Inflected Words 1 * Given a word ending in ed, the stude 2 * d or t. 3 * 4 * 5 6	125 ent designates w	hether the final sound is
0848 Inflected Words	125	002 004 002 061 000
1 * Given a word ending in ing or ed, the word has an inflected ending. 3 * 4 * 5 6		<u> </u>
Comparatives 1 * Given a phrase requiring a comparative writes the correct form of the adject of the second control of the second c		002 004 002 062 000 ve adjective, the student
0850 D: 129 Superlatives	1129	002 004 002 062 000
Given a phrase requiring a comparation writes the correct form of the adject of the second of the adject of the second of the se		ve adjective, the student

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Inflected Words	125	002 004	002 064 000
1 * Given an incomplete sentence, the student best completes the sentence. 3 * 4 * 5 6 6	designates th	e inflecte	d verb that
0851	, - ,		
Inflected Words	125	002 004	002 065 000
1 * Given a word, the student writes a specific (E.g. merry-merrily) 4 * 5 6	ied inflected	form of th	e word.
0852 Inflected Words	125	002 004	002 068 000
1 * Given two or more verbs in past tense, the verb(s). 3 * 4 * 5 6	e student desi	gnates the	irregular
0853	T 1		, , , , , , , , , , , , , , , , , , ,
Plural and Singular Words	127	002 004	002 069 000
1 * Given a singular noun, the student writes 3 4 5 6	its plural.		

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Singular and Plural Words	126 002 004 002 071 000
Given a noun in a sentence, the student form. Given a noun in a sentence, the student form.	writes its correct singular or plural
6	
0855 D: 127	
Plural and Singular Words	127 002 004 002 071 000
Given a noun in a sentence, the student form.	writes its correct singular or plural
3 101m.	
5	
D: 126 0855	4
Plural and Singular Words	127 GUZ 004 002 072 000
1 * Given two or more plural nouns, the stud	lent designates the noun(s) with the
2 * irregular plural.	/
4 .	
5	
	•
0856	
Singular and Plural Words	126 1002 1004 1002 1073 1000
1 * Given a plural noun, the student writes	its singular form.
2 * 3 4 5	
5	
6	
	•
0857	
-266-	

			7 7 7	
Singular and Plural Words	126	002 004	002 074	000
Given a plural pronoun, the student	writes its singu	ılar form.		
3 4			•	
5 6				
<u>61</u>				
0858		т т	, , , , , , , , , , , , , , , , , , , 	
Singular and Plural Words	126	002 004	002 075	000
Given a word, the student designates	whether it is s	singular or pl	ural.	
3 4				
5				
6	k			
D: 127				
Plural and Singular Words	127	002 004	002 075	000
Given a word, the student designates	whether it is s	singular or pl	ural.	
3 *		-		
5				
6				
D: 126				
Singular and Plural Words	126	002 004	002 076	000
1 s Given an incomplete sentence, the st	udent designates	- the missing	eingular or	nluı
noun.	andrea and D) tile	646	F
5				
6				
		· , •		
·				
860 D: 127				

711	1		
Plural and Singular Words	127	002 004	002 076 000
Given an incomplete sentence, the student or plural noun. 3	designates th	e missing	singular
D: 126			
Possessives	12/	000 004	002 077 000
	124	002 1004	002 077 000
Given a word with an apostrophe, the stude possessive form.	ent designates	whether c	r not it is a
0861 Possessives	124	002 004	002 078 000
1 ± Given a sentence, the student writes the possession. 3 ± 4 ± 5 6			
·			
0862			
Possessives	124	002 004	002 079 000
1 * Given a sentence, the student designates 2 * 3 * 4 * 5 6	the owner and	the thing	possessed.
0863			

Possessives	124	002	004	002	080	000
diven a noun, the student designates its	possessive for	TD. ,				
3 *	•					
5						
6						
0064						
0864			201		221	000
Possessives	124		004	002	081	000
Given a pronoun, the student designates i	ts possessive	form.				
3 <u>.</u>						
5						
						
0865		<u> </u>				1
Possessives	124	1002	004	002	082	1000
Given a phrase showing possession (e.g. the incomplete phrase with the same manning (
incomplete phrase with the same meaning (writes the possessive noun which complete	s the phrase.	<u>8</u>) DOO	K), C	ne s	cuaen	5
<u> </u>						
						•
	•					
0866		· · · · · ·			, 	,
1						
2 3						
5						
6						
						•
J .						

Contractions	130	002 004	003 001 000
Given a word, the student designates a	contraction form	ed with the	he word.
3 4			
5			
0867			
Contractions	130	002 004	003 002 000
Given a word, the student writes a cont	raction formed w	ith the w	ord.
4 5			
6			
<u></u>			
0868	130	002 004	003 003 000
Contractions 1 * Given two words, the student designates	the contraction		
3			,
3			
6			
0869			
Contractions	130	002 004	003 004 000
1 * Given two words, the student writes the	contraction for	med by the	em.
3 4			
5			
0870	·		

Å

Contractions	130	002 004 003 005 000
	the student designates the two	words from which it is formed.
0871 Contractions	130	002 004 003 006 000
	the student writes the two wor	ds from which it is formed.
Contractions	130	002 004 003 007 000
Given a contraction, 3 4 5 6	the student designates the omi	tted letter(s).
Contractions	130	002 004 003 008 000
1 * Given a contraction, 2 * 3 4 5 6	the student writes the omitted	l letter(s).
0874		

Contractions	130_	i	062	_004	003		000
1 t Given orally a contraction, the student	orally	spells	it.				
3 4							
5							
6							
0875						-	, ¬
Contractions	130		202	004	003	010	200
1 Given orally a contraction, the student	spells	(writes	s) it.				
3							
5							
6							
0876	 -			-			
Contractions	130		002	004	003	014	000
1 * Given a contraction, the student writes	the two	words	from w	hich	it is	form	ed.
3							
5							
6]		•					
	•						
0877		г			,	<u> </u>	
Contracticis	130	ļ	002	004	003	016	000
1 * Given a contraction, the student design	ates the	e omitte	d lett	er(s)	•		
3							
5							
6							
	•						
0878							
-272-							

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Contractions	130	002-0	04 003	017	000
Given an incomplete sentence, the student completes it.	designates t				_
0879 Contractions	130	002 0	04 003	018	000
Given a word, the student designates whet	her or not it	is a cc	ntractio	n.	
Contractions 1	the contract	002 0	04 003	019	000
0881				•	
1 2 3 4 5 6					
-273-					

Abbreviations	131	002 004 004	001 000
1 * Given an abbreviation, the student 2 * 3 * 4 5 6	designates the wor	d it stands for.	
0882 Abbreviations	131	002 004 004	002 000
1 * Given an abbreviation the student			
2 * 3 * 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6			
Abbreviations	131	002 004 004	003 000
Given a word, the student designate 3 + 4 5 6	s its abbreviation	1.	
0884			, , , , , , , , , , , , , , , , , , ,
Abbreviations	131	002 004 004	1004 1000
1 t Given a word, the student writes it 3 t 5 6	s abbreviation.		

Abbreviations	131 002 004 004 005 000
1 a Given a sentence with an abbreviation, the abbreviation is used correctly. 3 a 4 5 6	the student designates whether or not
0886	
Abbreviations	131 002 004 004 006 000
Given a sentence with an abbreviation, abbreviation is used correctly.	the student says whether or not the
0887	
1 2 3 4 5 6	
1 2 3 4 5 6	
-275-	

Syllabication	132	002 004 005 001 000
1 * Given a word, the student slaps or to 3 * 4 5 6		
0888		
Syllabication	132	002 004 005 002 000
Given orally a word, the student says Given orally a word, the student says Given orally a word, the student says Given orally a word, the student says	s the number of	syllables in the word.
Syllabication	.132	002 004 005 003 000
Given a word, the student says its system is system in the student says its system is system.	vllables.	
Syllabication	132	002 004 005 004 000
1 * Given a word, the student designates 2 * 3 * 4 5 6	the number of s	syllables in the word.

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Syllabication: Accent 002 004 005 005 000 Given a word, the student designates its syllables. Syllabication: Accent Given a word, the student writes each syllable. Svllabication: Accent Given a word, the student designates its primary accented syllable. 2 * Syllabication: Accent Given a word, the student designates its secondary accented syllable(s).

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	· · ·	1	· -
Syllabication: Accent	133	002 004	005 009 000
1 * Given a word, the student designates its	unstressed sy	llable(s).	
3 4 5 6			
0896			
Syllabication: Accent	133	002 004	005 010 000
Given a word, the student designates its syllables and its unstressed syllables.	primary and s (I.e. con tr	econdary ac ac tion)	cented
6			
0897		· · ·	, , , , , , , , , , , , , , , , , , ,
Heteronyms: Pronunciation	134	002 004	005 011 000
Given two sentences containing a heteron orally. (He sang bass in the choir. She caught a bass fishing.) 6	ym, the studen	t reads the	sentences
	134	002 004	005 012 000
Heteronyms: Pronunciation Given a heteronym, the student designate words (E.g. con tract con tract) 5 6			

Syllabication: Accent	133	002 004	005 016 000
1 * Given orally a word and given the word designates its primary accent. 3 4 5 6	divided into		
•			
0900			
Syllabication	132	002 004	005 020 000
1 * Given a word divided into syllables, the syllabication is correct. 3 * 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	e student de	signates whethe	er or not
0901			
Syllabication	132	002 004	005 023 000
Given orally and visually a word, the start of the start	tud ent d esi g	nates its sylla	ables.
0302			
1 2 3 4 5 6			

Drofdwood Tlandsfords	125		. 200	1 001	006	001	200
Prefixes: Identification 1 Given two or more words, the student 3 x 4 x 5	:s designates	s those		<u>inn4</u> prefi		001	. 000
Prefixes: Identification	135		002	004	006	002	000
Given a word, the student designates 3 4 5 6	; its prefix.						
Prefixes: Identification Given a word root, the student designation combined.	nates a pref	Fix wit			006	003 be	000
0905 Prefixes: Identification	135	. •	002	004	006	004	
Given a word, the student writes its Column	s prefix.						
0906							

		1			 -	
Prefixed Words	136	002	004	006	005	000
Given an incomplete sentence, the student 3 4 5 6	writes the mi	ssing	prefi	L xed	word.	
0907						
Destinat Vanda	126		001	226	006	222
Prefixed Words 1	given visuall		004 ord ro			tudent
0908 Prefixed Words	136	002	004	006	007	000
Given a definition of a prefixed word and writes the prefixed word. 3 * 4 * 5 6	given visuall	y a wo	rd ro	oot,	th e st	tudent
0909	,					
	136	002	004	006	008	000
Given orally a prefixed word, the student Compared to the student Compared to the student						
0910						

Pref	ixes: Definition and Meaning	137	002	004	006	i 009	000
1	Given a prefix, the student designates it						
2 * 3 *	process, the observe designates to	o deranization,					
4 *							
5	•						
1							
						•	
2011							
0911	dana Post total		T			T	
	ixes: Definition and Meaning	137	002	004	006	010	000
2 *	Given a prefix, the student writes its de	finition.					
3 * 4 *							
5							
6	·						
-							
0912			<u> </u>	Т		T	,
Prefi	ixed Words	136	002	004	006	011	٥٥٥١
1 2 *	Given orally a prefixed word, the student	orally spells	it.				
3 *							
4 *	<u>.</u>						
6							
							•
0913		Т Т	_	1			,
Prefi	xes: Definition and Meaning	137	002	004	0f.6	012	000
1	Given a phrase, the student designates a p	orefix that me	ans t	he sa	me. ()	E.g. 1	having
2 *	to do with water - aqua as in aqualung.)	,					
4 *	•						
5							
!							
l							
0914							

						τ —		
Roots: Definition and Identification	138	;	റാ	004	006	013	000	
	-130-	ىپ	<u> </u>	-004	- 000-		- 000-	
Given a word, the student designates its	root.							
2	2000.							
3 .								
5								
6								
								
0915								
Roots: Definition and Identification	138	ΙΩ	02_	004	1006	014	1000	
Given a word the student and the state						•		
Given a word, the student writes its root	• •							
3.								
4 +			•					
5								
.0916								
Roots: Definition and Identification	138	īOi	02_	004	1006	1015	1000	
Given a word root, the student designates								
Given a word root, the student designates	its der	inition.						
3 *								
4 *								
5								
6								
								,
0917		,						
	TT			i				_
Roots: Definition and Identification	1.38	اما	02_	1004	006	1016	1000	
	,	•						
Given a word root, the student writes its	definit	tion.						
3 *								
4 *								
providence)								
5								
6								
			•					
			•					

•		
Suffixes: Identification	139	002 004 006 017 000
Given a word root, the student design combined.	ates a suffix	with which it could be
0919	,	
Suffixes: Identification	139	002 004 006 018 000
Given a suffixed word, the student wr 3 . 4 . 5 6		
Suffixes: Identification	139	002 004 006 019 000
Given two or more words, the student of the student		
0921		
Suffixes: Identification	139	002 004 006 020 000
Given a suffixed word, the student des 3 * 4 * 5 6	signates its s	uffix.
0922		

			
Suffixes: Definition and Meaning	140	002 004	006 021 000
Given a phrase, the student designate having a great deal of something - fu	es a suffix tha il as in bounti:	t means the s ful, beautifu	same. (E.g.
0923			·
Suffixed Words	141	002 004	006 022 000
Given orally a suffixed word, the study a suffixed word word word word.	ident orally spe	ells it.	
0924 Suffixed Words	141	002 004	006 023 000
Given a definition of a suffixed word designates the suffixed word.			
0925			
Suffixed Words 1 Given a definition of a suffixed word 2 * the suffixed word	and given a wo	ord root, the	
the suffixed word. Column			
h ₉₂₆ [

Suffixes: Definition and Meaning	140	002	004	006	025	000
Given a suffix, the student designates i 3 * 4 * 5 6	ts definition.					
0927			- <u>January</u>	·		
Suffixes: Definition and Meaning	140	002	604	006	026	000
Given a suffix, the student writes its d 3 * 4 * 5 6	efinition.					
0928					,	
Suffixed Words	141	002	004	006	027	000
Given an incomplete sentence, the studen 1	t designates ti	ne mis	sing	suffi:	ked wo	ord.
0929				_		
Roots in Word Definitions 1 Given a new word and given a definition meaning of the word. 3 * 4 * 5 6	of its root, the	002 ne stu	004 dent	006	028	the
0930				<u> </u>		

Roots in Word Definitions	142	002 004 00	06 029 000
Given a new word and given a define meaning of the word. 3 *	inition of its root,	, the student wr	ites the
0931			
Prefixes in Word Definitions	143	002 004 00	06 030 000
Given a new word and given visual writes the meaning of the word.	ally a definition of	its prefix, the	student
0932 Prefixes in Word Definitions	143	002 004 00	06 031 000
Given a new word and given visual designates the meaning of the word a		its prefix, the	student
Prefixes in Word Definitions	143	002 004 0	06 032 000
Given a word and given a prefix, would change the meaning of the state		how adding the p	prefix
0934			

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Prefixes in Word Definitions	143	002 004 006 033 000	
Given a word and given a prefix, the would change the meaning of the word.		tes how adding the prefix	
0935 Prefixes in Word Definitions	143	002 004 006 034 000	
Given a sentence, the student adds a of the original sentence. (E.g. They	prefix to a wore	d and writes a paraphrase	
0936 Prefixes in Word Definitions	143	002 004 006 035 000	<u>.</u>
Given a prefixed word, the student writing the	ites a sentence		-
0937		· · · · · · · · · · · · · · · · · · ·	
Suffixes in Word Definitions 1	on of its suffi	x, the student designates	<u>a.</u>]
0938			

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Suffixes in Word Definitions	144	002	004 00	6 037	000
Given a word and given a suffix, the would change the meaning of the word.	student writes				
Suffixes in Word Definitions Civen a word and given a suffix, the would change the meaning of the word.	144 student designa		004 00		000
Suffixes in Word Definitions Given a sentence, the student adds a softhe original sentence. (E.g. She is 4 * 5		d and wri		araphra	000 se
9941 Suffixed Words 1 Given a suffixed word, the student wr:	141 ites a sentence	002		06 040	000
2 * 3 * 4 * 5 6		•			
-289 -					

		
Suffixes: Definition and Meaning	140	002 004 006 041 000
Given a new word and given a definition meaning of the word.	n of its suffix	, the student writes the
5 6		
0943		
Prefixes in Word Definitions	143	002 004 006 042 000
Given a word with a prefix and given the designates the meaning of another word		
Prefixes: Identification Given a sentence, the student designate	135 es the word(s)	002 004 006 043 000 with a prefix.
2 * 3 * 4 * 5 6		
O945 Prefixes in Word Definitions 1 Given the meaning of a word with a present the meaning of a word with a word with a present the meaning of a word with a	143 fix, the studen	002 004 006 046 000 t designates the word.
2 3 * 4 * 5 6		
-290-		

Prefixes: Definition and Meaning	137	002 004 006 047 000
Given the meaning of a prefix, the stude 3 * 4 * 5	ent designates	s the word with the prefix.
6	·	
0947		
Prefixed Words	136	002 004 006 049 000
Given an incomplete sentence and given to the student designates the missing prefit 4 + 5		ords with the same prefix,
0948 Prefixes: Identification	135	002 004 006 053 000
Given a sentence with an incomplete word prefix. 3 *	l, the student	designates the missing
0949		
Prefixes: Definition and Meaning	137	002 004 006 054 000
Given a word with a prefix, the student 3 * 4 * 5 6	designates t	ne meaning of the word.
0950	`	
··291 -		

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Prefixes: Definition and Meaning	137	002 004	006 055	000
Given a word with a prefix, the study $3 \star$	lent writes the me	eaning of the	word.	
4 * 5 6				
<u></u>				
·				
0951				
Prefixes: Definition and Meaning	137	002 004	006 059	000
Given the meaning of a prefix and gi student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the meaning of the student designates the student design		the prefix, t	ne	
0952 Suffixes: Definition and Meaning	140	002 004	006 061	000
Given a word and given the definition designates the correct suffix. 4 * 5 6	on of the word wit	th a suffix,	the student	:
0953				
Suffixes: Definition and Meaning	140	002 004	006 062	000
Given a sentence with an incomplete suffix. 3 * 4 * 5 6		t designates		3

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Suffixed Words	141	002 004	006 064 000
Given a sentence with an incomplete word root.	suffixed word, th	ne student w	rites the missing
			·
955 Suffixes: Definition and Meaning	140	002 004	006 065 000
Given a word with a suffix, the study 3 4 5 6	lent designates th	e meaning o	f the word.
Suffixed Words Given a word and given a suffix, the	141 student writes t	002 004	
* * * *			
Suffixes: Definition and Meaning	140	002 004	006 067 000
Given a list of words with the same order, the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates the media is a second control of the student designates and the student designates are second control of the student designates and the student designates are second control of the student designates are second control of the student designates and the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student designates are second control of the student de			ngs in random

	- T	
Suffixes: Identification	139	002 004 006 070 000
Given an incomplete sentence and given student designates the missing word.	a list of words	with the same suffix, the
0959		
Suffixed Words	141	002 004 006 071 000
Given a verb and given a suffix, the stand the suffix.		
0960		·
Suffixed Words	141	002 004 006 072 000
Given a noun and given a suffix, the state of the noun and the suffix. The state of the suffix of t	udent writes an	adjective by combining
0961		
Suffixed Words	141	002 004 006 073 000
Given a verb and given a suffix, the st the verb and the suffix. 3 *	tudent writes a n	adjective by combining
0962		

002	004 006	076 000
î	 	· ·
l <u>002</u> tudent design		080 loon
002	004 006	080 000
tudent design	ates the af	fix whic
3		student designates the af

			!	Ţ	1	T	, ,
Prefixed Words	136_;		002	004	006	081	000
Given two or more affixes and given two	or more	word ro	nte a	nd of	von t	h a ma	anino
of a word, the student writes the word of							
and word root.			J				
5	•						
6							
		•					
	•						
0066 7. 120				•			
0966 D: 139			Ŧ	T	1	T -	T-T
Suffixes: Identification	139		002	004	006	081	1000
		,					•
Given two or more affixes and given two of a word, the student writes the word of							
3 + and word root	ie i Tile a	ру сошот	1111155	the c	OLLEC	(all	TX
4 +							
5							
						•	
0966 D: 136			1	Γ	 	T	1
Roots in Word Definitions	142		002	004	006	083	000
Given two or more word roots and given t		affi		the s	+d.o		tos
Given two or more word roots and given t word by combining the word roots and the			AES,	CHE 8	Luuen	C WII	LES
3 *							
4 *							
5							
0967			<u> </u>	<u> </u>	i	Γ	T-7
				1	1	<u> </u>	
$\frac{1}{2}$							
3							
4							
5							
6							
Lerushand							
Lerushand							٠

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VOCABULARY SKILLS



INCORPORATE LISTENING AND SPEAKING
SKILLS INTO READING VOCABULARY



		
New Words: Dictionary	145	003 001 001 000 000
Given a selection, the student wr know and copies their definitions 3		
0968		·-
New Words: Dictionary	145	003 001 002 000 000
copies their definitions from a d k k k k k k k k k k k k k	ictionary.	
0969	145	003 001 003 000 000
New Words: Dictionary Given orally a new word, the study a dictionary and reads silently in the study in the	ent locates (points	s to) the word in
0970		
New Words: Dictionary	145	003 001 004 000 000
Given a word in dictionary phone to word. 3 * 4 * 5 * 6 * 6 *	ic symbols, the stu	uden't says the

New	Words: Dictionary	145	٠	003	001	005	000	000
1 2 * 3 * 4 4 * 5 * 6 *	Given a new word, the student locates dictionary and pronounces it.	(points	to) the	word i	n a			
972	tures: Word Descriptions	146		003	001	006	000	000
1 1	Given a picture, the student writes a		ا that do	<u> </u>			1000	1000
2 k 3 k 4 k 5 k								
)973	tures: Word Descriptions	146		003	001	007	000	000
1 2 k 3 k 4 k 5 k	Given a picture, the student writes a	phrase t	th at des	cribes	it.			
0974		146	T	003	001	008	000	000
Pict 1 2 * 3 * 4 * 5 * 6 * *	Given a picture, the student writes a		_			UUS	<u>, mou</u>	
0975								

				!		
Pictures:	Word Descriptions	146	003	001 009) 000	00
	a picture and given two or nates the sentence which be					
Pictures:	Word Descriptions	146	003	001 010	000	0
design	a picture and given two or ates the phrase which best					
*						
77			1000			Ţ_
Pictures:	Word Descriptions	146	003	001 01	1 000	0
	a picture and given two or nates the word which best d					
Pictures:	Hord Descriptions	146	003	001 01	2 000	To
	Word Descriptions			1001,101		
	a new word, the student po crates the word.	ints to a pictur	ie in a t		,	

Word Knowledge: Using & Defining Words 147	003 001 013 000 000
Given a familiar word, the student writes a sentence use 3 * 4 * 5 * 6 *	sing it.
0980	
Word Knowledge: Using & Defining Words 147	003 001 014 000 000
Given a familiar word, the student says a sentence usi 2	ng it.
Word Knowledge: Using & Defining Words 147	003 001 015 000 000
Given a familiar word, the student writes its meaning. 3	
Word Knowledge: Using & Defining Words 147	003 001 016 000 000
Given a familiar word, the student designates its mean 3 x 4 x 5 x 6 x .	ning.

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						· ·		
Word Knowledge:	Using & Defining Words	147		003	001	017	000	00C
Ţ. Ţ.	inition, the student writes							
Word Knowledge:	Using & Defining Words	147		003	001	018	000	000
1 Given a def 2 * 3 * 4 * 5 * 6 *	inition, the student design	nates th e v	word d ef	in e d.				
1985 Locating Words		150		003	001	019	000	000
	ection and given a familian the phrase in the selection		the stud	ent				
986 Locating Words		150		003	001	020	000	Toor,
Given a sel	ection and given a familianthe word in the selection.		e studer	ıt				

-30**3-**

Locating Words	150	003	001	021	000	000
Given a sentence and given orally a word designates the word dictated. 3 * 4 * 5 * 6 *	ord, the student					
0988 Locating Words	150	003	001	022	000	000
Given a phrase and given orally a word to the word dictated. 3 * 4 * 5 * 6 *	the student po	oints				
Locating Words	150	003	001	023	000	000
Given a list of words and given orally designates the word dictated. 3 * 4 * 5 * 6 *	y a word, the st	udent	·	-	***	·
Locating Words	150	003	001	024	000	000
Given a sentence and given orally a w points to the word dictated. 3 * 4 * 5 * 6 *	ord, the student					

Locating Words	150	003	001	025	000	000
Given a phrase and given orally a word, points to the word dictated. 3 * 4 * 5 * 6 *	the student					
0992					•	
Locating Words	150	003	001	026	000	000
Given a list of words and given orally points to the word dictated. 3 * 4 * 5 * 6 *	a word, the stud	ient				
0993 Pictures: Word Descriptions	146	003	001	027	000	000
Given a word, the student designates the illustrates the word. Given a word, the student designates the illustrates the word. Given a word, the student designates the illustrates the word.	ne picture that					
Pictures: Word Descriptions	146	00	3 001	028	000	000
Given a picture, the student designates the picture illustrates. 3 * 4 * 5 * 6 *	s the word that					



Sight Vocabulary	149	9			003	001	030	000	000
Given a familiar word from a selected List), the student reads it orally. The student reads it orally.	word 1	ist	(e	·g·	Dolch		• • •		
0996		- -					1	Ţ	
Word Knowledge: Colors & Numbers	14	8			003	001	031	000	000
Given a color, the student designates 3 4 5 6	the na	me	of	the	color.	,			
0997 Word Knowledge: Colors & Numbers	14	8			0 03	001	032	000	00 0
1 * Given a color, the student writes the 3 4 5 6	e name o	of t	he	col	or.				
Word Knowledge: Colors & Numbers	1.	48			003	001	033	000	000
1 * Given a number, the student designate number. 3 4 5 6 6	es the	name	e 0	f tl	ne				
-306-			_						

Word Knowledge: Colors & Numbers	148	·		003	001	034	000	000
Given the name of a number, the student	writes	the	numbe	er.				
Word Knowledge: Colors & Numbers	148			003	001	035	000	000
Given a number, the student writes its r	name.							•
Sight Vocabulary * Given orally a word from a selected word by Dolch List), the student prints the word from the		(e.g	·.	003	001	036	000	000
Stoke Wasshulans	149			003	001	037	000	000
Sight Vocabulary 1 * Given orally a familiar word from a sel 2 * Dolch List), the student prints the wor 3 * 4 * 5 * 6 *	cted w	,	list			1	1	1
003								



Sight Vocabulary	149	003	001	038	000	000	
1 * Given orally a familiar word from a so 2 * Dolch List), the student writes the word 5 * 6 *	elected word list	(e.g.					
1004							
Sight Vocabulary	149	003	001	039	000	000	
1 * Given a word from a familiar book, the it orally. 3 * 4 * 5 * 6 *	e student reads						
1005	`			· · · · · · · · · · · · · · · · · · ·		·	
Pictures: Word Descriptions	146	003	001	040	000	000	Ì
Given a picture of an object, the stundard of the object. 3 * 4 * 5 * 6 * 1006	ident designates t	:h e					
	146	003	001	041	000	000	
Pictures: Word Descriptions 1 Given a picture, the student designate phrase that the picture illustrates. 3 * 4 * 5 * 6 *							1

RECOGNIZE AND USE SYNONYMS, HOMONYMS, ANTONYMS, AND HETERONYMS



	1		
Heteronyms: Definitions	[151]	003 002	001 000 000
Given a word which is a heteronyn sentences to illustrate the diffe 4 x 5 x 6 x			
Heteronyms: Definitions	151	003 002	002 000 000
Given a word which is a heteronymits meanings. 4 4 5 6 6 7	n, the student desi	ignates	
009 Antonyms	152	003 002	003 000 000
Given a pair of antonyms, the students are an ings. A A A B B A A B B A B A B A B B A B	dent writes their		,
Antonyms	152	003 002	004 000 000
Given a pair of antonyms. the study their meanings.	udent designates		
011			

unt o nym.					
152	003	002	006	000	.000
			4		
an antonym.					
			007	000	1000
[152]	003	002	007	-000	000
tonym.					
	•				
•	·				
n. 					
: · ·					
•					
					1
152	003	002	008	000	000
	tonym.	an antonym. 152 003 tonym.	an antonym. 152 003 002 tonym.	an antonym. 152 003 002 007 tonym.	an antonym. 152 003 002 007 000 tonym. 152 003 002 008 000

1.4	1,	<u> </u>		:003	002	000	000	000
Antonyms Given a selection contain		ز 52.		003	, 002	1003	000	001
the student designates t		irs	of antony	yms,				
16								
Antonyms	[1	152		003	002	010	000	00
Given a pair of words, t		es v	vhether					
or not they are antonyms	3 .							
*								
								
17						.,		-
Lomonyms		153		003	002	011	000	00
Given a pair of homonyms	s, the student write	es ti	heir					
meanings.	•							
·								
018							,	
Homonyms		153		003	002	012	000	00
Given a pair of homonyma	s, the student desi	gnat	es					
* their meanings.								
*								
*								
019]								



ne .	003	002	014	000	000
ne .	003	002	014	000	000
ne .	003	002	014	000	000
ne .	003	002	014	000	000
ne .	003	002	014	000	000
ne .	003	002	014	000	000
ne.	003	002	014	000	000
ne.	003	002	014	000	000
1e.	000				
					.
	003	002	015	000	000
				_,	+
	003	002	016	000	موما
	tes the		003 002	003 002 016	003 002 016 000

				,			
Ноп	nonyms	153	003	002	017	0 00	000
1 2 * 3 *	Given a selection containing two or more designates the homonyms.	homonyms, the	stude	nt			
4 * 5 *			• .	•			
	•						
1024							
Hom	nonyms	153	003	002	018	000	0 00
	Given a pair of words, the student design		003	1002	1010	1000	000
1 2 * 3 * 4 * 5 *	or not they are homonyms.						
4 * 5 *							
6 k							
1025		· ·	 -—		,	,	†
Syn	onyms	154	003	002	019	000	000
2 *	Given a word, the student writes a synony	m.					
3 k							
4 ×		·					
6 *		•					
ļ							
1026		1	1		1	·	·
Synd	onyms	154	003	002	020	000	000
2 *	Given a word, the student designates a sy	nonym.					
2 * 3 * 4 * 5 * *							
5 7							
<u> </u>							
105-							
1027							
(-314-						

Synonyms	154		003	002	021	000	000	_
Given a word, the student says a synonym. 3 * 4 * 5 * 6 *		-						
1028		,*						
Synonyms	154		003	002	022	000	000	
Given three or more words, the student de which are synonyms. 3	esiona	tes those	•					
1029	154		003	002	1023	000	00.0	Ţ
Synonyms Given a selection containing two or more student designates the synonyms. Synonyms Given a selection containing two or more student designates the synonyms.		yms, the						
	154		003	002	024	0 00	000	
Synonyms Given a pair of words, the student design or not they are synonyms. The student design or not they are synonyms.		wheth e r	003		1024	, 000_		
-315-								

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Homonyms	153	003 002 025 000 000
Given one or more sentences, the student the homophones. 3 * 4 * 5 *	d e signates	
1032		003 002 034 000 000
Synonyms 1 Given a sentence. the student designates synonyms. 3 * 4 * 5 * 6 *	the	003 002 034 000 000
1033 Antonyms	152	003 002 035 005 000
Given two words, the student designates ware synonyms or antonyms. Given two words, the student designates ware synonyms or antonyms.	whether they	
1034 D: 154		
Synonyms Given two words, the student designates are synonyms or antonyms. 3 * 4 * 5 * 6 *	whether they	003 002 035 000 000
1034 D: 152		

Synonyms	154	003 002 037 000	000
Given a sentence with a specified thesaurus, the student writes a system is a system.			
1035 Synonyms	154	003 002 038 000	000
Given a word and given the first the student writes the synonym. 3 * 4 * 5 * 6 *	letter of a synonym,		
1036 Antonyms	152	003 002 045 000	000
Given a sentence with a specified designates an antonym. 3 * 4 * 5 * 6 *	word, the student		
1037 Antonyms	152	003 002 046 000	000
Given a word, the student designation for the word. Given a word, the student designation for the word. S * 4 * 5 * 6 *	ites two antonyms		
1038			

WORDS AND CONTEXT



		· · · · · · · · · · · · · · · · · · ·		1	-		·	
Word	Meaning from Context	156		003	003	001	000	000
	Given a sentence with a multi-meaning designates the meaning of the word.	word, the	student					
1000	D: 162 notation, Denotation, and Nuance	162		003	003	001	000	000
1 2 *	Given a sentence with a multi-meaning designates the meaning of the word.		student					<u> </u>
3 * 4 * 5 * 6 *								
1039	D: 156						· • · • · • · • · • · • · • · • · • · •	
Word	d Usage in Context	155		003	003	002	000	000
1 2 * 3 * 4 * 5 * 6 *	Given an incomplete sentence, the studenthe missing word.	dent desig	gnates					5
							:	· ~
1040							<u> </u>	 -
Wor	d Usage in Context	155		003	003	003	000	000
1	Given an incomplete selection, the st the missing words.	udent des:	ignates					
041								
	-319-							

003 003 004 1000 1000 155 : Word Usage in Context Given a sentence, the student designates the inappropriate word. 1042 003 005 000 1000 156 003 Word Meaning from Context Given a sentence with a specified word, the student designates the meaning of the word. 1043 003 800 000 000 146 003 Pictures: Word Descriptions Given a multi-meaning word and given a picture illustrating one of its meanings, the student designates the meaning. 1044 D: 162 800 000 003 003 Connotation, Denotation, and Nuance 162 Given a multi-meaning word and given a picture illustrating one of its meanings, the student designates the meaning. 1044 D: 146

RECOGNIZE HISTORICAL ORIGINS OF WORDS



			_			_
Etymologies and Origins of Words	157	003	0 0 4	001	000	000
Given a selection, the student designation or phrases whose meanings have changed selection was written.						
1045			7		· -	
Etymologies and Origins of Words	157	003	004	002	000	000
Given a selection with specified words whose meanings have changed since the written, the student designates the part of each word or phrase.	ist and prese nt					
Etymologies and Origins of Words	157	003	004	003	000	000
Given a selection with specified words whose meanings have changed since the written, the student writes the past a of each word or phrase. 5 * 6 *	sele ctio n w a s	nings				
		•				
1047		in the second se				
Etymologies and Origins of Words	157	003	004	004	000	000
Given a familiar phrase, the student origin. (E.g. to get down to brass tages 5 * 6 *						
1048						
1				_	_	

Etv	mologies and Origins of Words	157	. —— ر	003	004	005	000	000
1 2 3 * 4 * 5 * 6 *	Given a familiar word (e.g. silly), the designates its origin.	studer	ıt					
1049	malaging and Origina of Marks	157		003	004	006	000	200
	mologies and Origins of Words	157	J	003	004	1006	1000	000
1 2 3 * 4 * 5 * 6 *	Given a sentence with a new word and give tymology, the student writes a definition the word. A chicken is a biped. L biped= (s. of bipes) bi= (two) + ped= pes (foot) student writes: biped - a two=footed and	ion of	•					
.050		157		003	004	007	000	000
1 2 3 * 4 * 5 * 6 *	mologies and Origins of Words Given a sentence with a new word and give etymology, the student designates the mo	ven its	.		004	1001		1 500
	· *							
051								
			·					
								

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RECOGNIZE AND USE NON-LITERAL LANGUAGE



J3 | **005** 001 | 000 | 000 158 Figures of Speech Given a figure of speech, the student writes a sentence using it. 1052 000 000 005 002 003 158 Figures of Speech Given an incomplete sentence, the student designate the missing figure of speech. 2 1053 000 000 003 005 003 Figures of Speech Given a figure of speech, the student designates its meaning. 1054 000 000 004 005 003 158 Figures of Speech Given a figure of speech, the student says its meaning. 1055

Figures of Speech	158	.003	005	005	. 000	<u> </u>
Figures of Speech		1003	. 005	1003		000
Given a figure of speech, the students of speech, the students incomplete sentence which it best						
3 meomplete sentence which it best	Compile Co.					
4 k			**			
6 F	. . .					
				•		
1056					-	
Figures of Speech	158	003	005	006	000	000
Given a selection with a specified	d figure of speech.					
2 the student designates the figure						
3 * 4 *						
5 * 6 * .						
1057						
1037			Т	1		1
Figurative & Literal Language: Design	nat e 188	003	005	007	000	000
Given a selection containing both						
<pre>2 * figurative passages, the student of 3 * .literal passages.</pre>	designates the					
4 *						
5 K						
.						
1058						
Figurative & Literal Language: Design	nate 188	003	005	008	000	000
			1	1		
1 * Given a selection containing both figurative passages, the student						
3 * figurative passages.						
4 *· 5 *						
6 *						
						•
1059						

Idiomatic Expressions	159	003 005 009 000 000
Given an idiomatic expression, sentence using it.	the student writes a	•
060 Idiomatic Expressions	159	003 005 010 000 000
Given an idiomatic word, the st sentence using it.	ugent writes a	
061 Idiomatic Expressions	159	003 005 011 000 00
Given an incomplete sentence, to the missing idiomatic expression idiomatic expression idiomatic expre	the student designation.	es
·		
Idiomatic Expressions	159	003 005 012 000 00
Given an incomplete sentence, the missing idiomatic word.		
1063	,	

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		-,	T-	 -		
Idiomatic Expressions	159	003	005	013	000	000
Given a sentence, the student designates idiomatic expression. 4	the					
1064						
Idiomatic Expressions	159	003	005	014	000	000
1 Given a sentence, the student designates		[003	1003	1014	1000	1000
2 * word. 3 * 4 * 5 *	the Idiomatic					·
1065						
Idiomatic Expressions	159	003	005	015	000	000
Given two or more phrases, the student de idiomatic expression. 3 * 4 * 5 * 6 *	esignates the					
1066						
Idiomatic Expressions	159	003	005	016	000	000
Given a list of words, the student design idiomatic words. 3 * 4 * 5 * 6 *	nates the					
1067						

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Colloquialisms	160	003 005 017 000 000
Given a colloquial phrases sentence using it.	ise, the student writes a	
068	1100	003 005 018 000 000
Colloquialisms Given a colloquial word	the student writes a	003 005 018 000 000
sentence using it.	, the statement wittes t	
069		
Given an incomplete sen the missing colloquial	tence, the student designate phrase.	003 005 019 000 000 es
70		
Colloquialisms	160	003 005 020 000 000
Given an incomplete sen the missing colloquial * * * *	etence, the student designate word.	es
71		
'-		

	160	003	005	021	000	00
Given a sentence, the student designate colloquial phrase.	es the					
072			1	,	1	
Colloquialisms	160	003	005	022	000	00
Given a sentence, the student designate colloquial word.	es the					
						•
073						
				T	1	1
Colloquialisms	160	003	005	023	000	00
Given two or more phrases, the student the colloquial phrase.	. designates					
74					_	·
74 Colloquialisms	160	003		024	000	Ioo
Colloquialisms Given a list of words, the student des colloquial words.		. 003		024	nno	00
Colloquialisms Given a list of words, the student des colloquial words.		. 003		024	nno	مم
Colloquialisms Given a list of words, the student des colloquial words.		. 003		024	nno	00
Colloquialisms Given a list of words, the student des colloquial words.		003	. 005	024	000	00

Onomatopoeia	161	003 005 625 000 000
1076		
Onomatopoeia	161	003 005 026 000 000
Given an incomplete sentence, the the missing onomatoporia, 3 * 4 * 5 * 6 *	student designates	
1077		
Onomatopoeia	161	003 005 027 000 000
Given a list of words, the student onomatopoeia. 3 x 4 x 5 x 6 x	designates the	
		·
1078		000 005 000 000 000
Onomatopoeia Given a sentence, the student destronomatopoeia. 3 * 4 * 5 * 6 *	Given an onomatopoeia, the student writes a sentence using it. Given an incomplete sentence, the student designates the missing onomatopoeia. Given a list of words, the student designates the onomatopoeia. Given a list of words, the student designates the onomatopoeia. Given a sentence, the student designates the onomatopoeia.	
1079		

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Onomatopoeia	161	003 005 029 000 000
Given a phrase, the student design which matches the phrase. (E.g. a 5 x 6 x	ates the onomatopoe	eia
1080		
Onomatopoeia	161	003 005 030 000 000
Given a picture, the student design the picture illustrates. 4. 5. 6.		
.1081		
1 2 3 4 5 6		
1 2 3 4 5 6		

RECOGNIZE DENOTATION, CONNOTATION,

AND NUANCE



Connotation, Denotation, and Nuance	162	003	006	001	000	000
Given two or more words of similar de student designates one connotation fo						
082						
Connotation, Denotation, and Nuance	162	003	006	002	000	000
student designates one nuance for each in the student designates of the student designates						
083	162	003	006	003	000	00
Given two or more incomplete sentence two or more words with similar meaning nuances, the student writes the missing the missi	es and given ngs but different					
			٠.			
. •				•		
084						
Connotation, Denotation, and Nuance	152	003	006	004	000	00
Given two or more incomplete sentence or more words with similar meanings to nuances, the student designates the management of the managem	out different					

					
Connotation, Denotation, and Nuance	162	003	006 00.	5 000	000
Given two or more incomplete sentences two or more words with similar meaning connotations, the student writes the minus to the minus t	s but differ en t				
6 *					
			·		
1086		 			r
Connotation, Denotation, and Nuance	162	003	006 00	6 000	000
Given two or more incomplete sentences or more words with similar meanings but connotations, the student designates to the student designates the	t differe n t	ds.			
6 *	•				
		•			•
1087			4		
Connotation, Denotation, and Nuance	162	003	006 00	7 000	000
Given two or more words with similar m different connotations, the student wr sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the different sentences to illustrate the sentences the senten	ites two or mo	re			
			. .		
1088			••		
Connotation, Denotation, and Nuance	162	003	006 00	000	000
Given a word, the student designates to different connotations of the word. 3 * 4 *	wo or more				المسمو
5 * 6 *	i				
	·				
1089		•			

Connotation, Denotation, and Nuance	162	003	006	009	000	000
Given a word with two or more different of the student writes two or more sentences different connotations, 4 * 5 * 6 *	connotations,	<u> </u>			-	
1090	1	T T		·		
1 2 3 4 5 6						
						
1 2 3 4 5 6						
1 2 3 4 5 6						
-336-						

COMPREHENSION SKILLS



LITERAL COMPREHENSION



Titles	163	004 001 001 001 000
Given an untitled selection, the student the title.		001 001 001
4 * 5 * 6 *		
	÷.	
1091	•	
Titles	163	004 001 001 002 000
Given an untitled selection, the stude a title.	ent writes	
4 * 5 * 6 *		
÷		
1092		· ,
Titles: Oral	164	004 001 001 003 000
<pre>1 * Given orally an untitled selection, to 2 * a title. 3</pre>	h e s t udent says	
	•	
1093	- - 	, , , , , , , , , , , , , , , , , , ,
Main Ideas	165	004 001 001 004 000
1 * Given a paragraph, the student designation idea.	ates its main	
6 *		
1096,		
-339-		

٠,

-%.,

Main Ideas	165	004 001 001 005 00
Given a selection, the student designation idea.	tes its main	
095 Main Ideas: Written	166	004 001 001 006 00
Given a selection, the student writes idea.	its main	
··		
Summaries	167	004 001 001 007 00
Given a selection, the student designates a summary of it.	tes the	•
097	,	
Sumnaries	167	004 001 001 008 00
	a surmary .	
Given a selection, the student writes of it.		
of it.		

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Sum	maries		167	004	001 00	009	000
1 2 * 3 * 4 * 5 * 6 *	Given a selection, th	e student says a sum	nary of it.				
1099 Mai	n Ideas		165	004	001 00	010	000
1 * 2 * 3 * 4 * 5 * 6 *	Given a selection and selection, the studen idea(s) for the main	t designates the sub-					
1100 Mai	D: 168 		168	004	001 00	1 010	000
1 2 * 3 * 4 * 5 * 6 *	Given a selection and selection, the studen idea(s) for the main	it designates the sub-					
1100	D: 165 n/Subordinate Ideas		168	004	001 00	1 011	000
1 2 * 3 * 4 * 5 *	Given a selection and selection, the studen for the main idea(s).	t writes the subordi	(s) of a				
1101	•						
		-341-	_ - -				

Main Ideas	165	004 001 001 012 000
Given a selection and given the main ide X		
6 *		
102 D: 168		
Main/Subordinate Ideas	168	004 001 001 012 000
Given a selection and given the main ides Column	ea(s) of the nate idea(s)	
<u>'1*</u>		
,		
		
102 D: 165		
Paraphrases	169	004 001 001 016 000
Given a selection, the student designat paraphrase of the selection.	es _, the	·
103		
Paraphrases	169	004 001 001 017 000
Given a selection, the student writes a paraphrase of the selection.		
104 -342-		<u>.</u>

			,		· ·	
Paraph	rases	169	004	001 001	018	000
	even a selection, the student says a parale selection.	raphrase of				
1105	ords Phrases & Passages : Designate	170	004	001 001	019	00
1 * Gi	erds, Phrases, & Passages: Designate even a selection, the student designate ords.	<u> </u>	004	0017 001	019	
5 *						
1106	anda Dhwagaa C Danasaa harismata	170	004	001 001	020	00
1 * Gi	erds, Phrases, & Passages: Designate even a selection, the student designate exportant phrases.		004]	0011 001	0201	
1107					· · · · · · · · · · · · · · · · · · ·	
Key Wo	ords, Phrases, & Passages: Designate	170	004	001 001	021	0
	even a selection, the student designate aportant passages.	s the				
1108						
	-343-					

			— ,	
Key Words, Phrases, & Passages: Design	nate 170	004	001 001	022 000
* Given a selection, the student des and the important phrases and pass * * * * * *		ey word s		
109 Key Words, Phrases, & Passages: Writte	en 171	004	001 001	023 000
Given a selection, the student wr:			001 001	023 000
* * * * * *	iles the key w	ords.		
110				
Key Words, Phrases & Passages: Design * Given a selection, the student say and the important phrases and passes are also as a selection.	ys the key wor	004 ds	001 001	024 030
111				
Key Words, Phrases, & Passages: Writte	en 171	004	001 001	025 000
Given a selection, the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases and why they are important at the student wrong phrases are important at the student wrong phrases at the student wrong phrases are important at the student wrong phrases at the student wrong phrases are student wrong phrases.	ites the impor	<u></u>		
·				
112				

1

Key Words, Phrases, & Passages: Written 171	00/ 001 021 00/ 000
Key Words, Phrases, & Passages: Written 171 Given a selection, the student writes the important passages and why they are important. 3 * 4 * 5 * 6 *	004 001 001 026 000
1113	
Key Words, Phrases, & Passages: Written 171	004 001 001 027 000
Given a selection, the student writes the key words and the important phrases and passages. Given a selection, the student writes the key words and the important phrases and passages. Solution is a selection, the student writes the key words and the important phrases and passages.	
<u> </u>	
1114	
Key Words, Phrases, & Passages: Designate 170	004 001 001 028 000
Given a selection, the student says the key words. Given a selection, the student says the key words. Six a selection a sele	
Key Words, Phrases & Passages: Designate 170	004 001 001 029 000
1 * Given a selection, the student says which phrases are important. 3 * 4 * 5 * 6 *	
1116	
-345-	

Von Worde Dhanner & Danie	170	00/ 001 001 022
Key Words, Phrases, & Passages: Designate	170,	004 001 001 030 000
Given a selection, the student says where important.	nich passages	
3 *		
4 * 5 *		
6 *		
	ţ	
1117		
Main Ideas: Oral	172	004 001 001 031 000
1 * Given orally a selection, the student		
Given orally a selection. the student ideas(s). 3 4 5	says the main	•
3		
5		
6		
 ,		
1118		
Main Ideas: Oral	172	004 001 001 032 000
1 * Given orally a selection and given two		
the student points to the picture which main idea of the selection.	ch illustrates t	the
4		
5		
		•
1119		
Summaries: Oral	173	004 001 001 033 000
Given orally a selection, the student 2 *	says a summary.	•
3 4 5		
6		
		•
1120		

Paraphrases	169	004 (01 001 034 000
Given orally a selection, the stude	ent says a paraphra	ase.
3 *		
4 * 5 *		
6 *		
Titles: Oral	164	004 001 001 035 000
		004 001 001 033 000
1 * Given orally an untitled selection 2 * two or more titles, the student say		
3 is the best		
5		
•		
1122		
Paraphrases	169	004 001 001 036 000
Given orally a selection and given		
2 * paraphrases. the student says which 3 * best.	n paraphrase is the	
5 *		
6 ×		
		por ♥
1123		
Summaries: Oral	173	004 001 001 037 000
1 * Given orally a selection and given		
		-
2 * summaries, the student savs which s		•
5		
1124	-277-	· · · · · · · · · · · · · · · · · · ·

 Main	Ideas: Oral	172	004	001 00	01 038	000
1 *	Given orally a selection and given orally main ideas, the student says which is the of the selection.	y two or more				
125			,			
Main	Ideas	165	004	001 0	01 046	000
	Given a phrase, the student designates that best illustrates it.	ne picture		·		
	Ideas Given a sentence, the student designates	165	004	001 0	01 047	000
	that best illustrates it.	the pretare			^ ,	
127						
					•	
		•				ı
				_		
	-34	R_				

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Tit	les of Selections	174	004 00	01 002 002 000
1 2 * 3 * 4 * 5 * 6 *	Given a passage from a familiar selesays the title of the selection.	ction, th e stude	rc	
.1128				
Tit	les of Selections	174	004 00	01 002 003 000
1 2 * 3 * 4 * 5 * 6 *	Given an event from a familiar selection.	tion, the studen	t .	
1129 Tit	les of Selections	174	004 00	01 002 004 000
1 2 * 3 * 4 * 5 * 6 *	Given a passage from a familiar selected student writes the title of the selected selected the selected selecte			
1130				
Tit	les of Selections	174	004 00	01 002 005 000
1 2 * 3 * 4 * 5 * 6 *	Given an event from a familiar selec student designates the title of the			
1131				
		-349-		

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Titles of Selections	174	004	001	.002	006	000
Given a passage from a familiar selection of the selectio	ection, the student on.	:				
*						
132		•			•	
Details	175	004	001	002	007	000
Given a selection and given a quest in the selection, the student write to the selection and given a quest in the selection, the student write to the selection and given a quest in the selection, the student write to the selection and given a quest in the selection and given a quest in the selection and given a quest in the selection and given a quest in the selection and given a quest in the selection and given a quest in the selection.						
				•		
133						
Details	175	004	001	002	008	<u> </u>
Given a selection and given a quest in the selection, the student designable with the selection of the student designable with the selection of the student designable with the selection of the student designable with the selection of the student designable with the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection and given a quest of the selection of the sel	ion about a detail nates the answer.	·				
5 *		٠.	•			
					•	
134			_		_	
Details	175	004	001	002	009	000
Given a selection, the student writed details.	es (lists) its					
5 *						ı
·						

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<u> </u>		1 				
Details	175.	004	001;	002	010;	000
Given a selection, the student designates details.	s its					
136 Main Ideas	165	004	001	002	012	000
Given two or more lines from a familiar state the student says the line(s) which gives idea(s) of the selection.						
.37 Main Ideas: Written	166		001	002	014	000
Given two or more lines from a familiar of the student writes (lists) the line(s) where the main idea(s) of the selection.	selection,		<u> </u>	<u> </u>	2271	
Main Ideas	165	004	001	002	016	000
Given two or more lines from a familiar the student designates the line(s) which the main idea(s) of the selection.	selection,	·	××-1	- 		
139			·····			

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Details			175	004	001 002	017 000
1 * Given a 2 * in the s 3 * 4 * 5 *	selection and gelection, the s	ven a question tudent says the	about a det answer.			
		•				
1140						
Details			175	004	001 002	0:8 000
1 * Given a 2 * 3 * 4 * 5 * 6 *	selection, the	student says its	details.			
11/1					•	
Details			175		001 002	019 000
1 * Given a selection	selection and g n, the student the answer.	iven a question designates the p	about the	3041		327, 300
1142						
1 2 3 4 5 6						
		-	-352-			

Given a selection, the student says in the order of occurrence.	the main events	
3 * 4		
Sequence I	176	004 001 003 002 000
Given a selection, the student design events in the order of occurrence.	nates the main	
D: 177 Sequence II	177	004 001 003 002 000
Given a selection, the student design events in the order of occurrence. Given a selection, the student design events in the order of occurrence. Given a selection, the student design events in the order of occurrence.	mates the main	
1144 D: 176		
Sequence II Given three or more words in random student writes the words in a logical sequence. (E.g. Took 1 bread the	l, grammatical	004 001 003 003 000

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Sequence II	177	004 001 003 004 000
Given a selection, the student we explaining why the order of even to the student we have a selection. The student we have a selection. The student we have a selection. The student we have a selection. The student we have a selection and selection. The student we have a selection as the student was the student with the student we have a selection as the student wi		,
		
46		
Sequence II	177	004 001 003 005 000
Given a selection, the student we the order of occurrence.	rites the ideas in	
 1		
Sequence II	177 adom order, the stude	004 001 003 006 000
Sequence II Given three or more words in ran designates the words in a logical sequence. (E.g. Took I bread the	ndom order, the stude	ent
Sequence II Given three or more words in ran designates the words in a logical sequence. (E.g. Took I bread the ** * * * * * * * * * * * *	ndom order, the stude	ent
Sequence II Given three or more words in ran designates the words in a logical sequence. (E.g. Took I bread the x	ndom order, the stude	ent d .)
Sequence II Given three or more words in ran designates the words in a logical sequence. (E.g. Took I bread the sequence I Sequence I Given a selection, the student designates the words in a logical sequence. (E.g. Took I bread the sequence I sequenc	idom cider, the stude al, grammatical e I took the brea	ent d .)
Given three or more words in randesignates the words in a logical sequence. (E.g. Took I bread the ** * Sequence I * Given a selection, the student designates the words in a logical sequence. (E.g. Took I bread the ** * Given a selection, the student designates the words in randesignates the words in a logical sequence.	idom cider, the stude al, grammatical e I took the brea	ent d .)
Sequence II Given three or more words in ran designates the words in a logical sequence. (E.g. Took I bread the sequence I * Given a selection, the student dideas in the order of occurrence in the sequence I	idom cider, the stude al, grammatical e I took the brea	ent d .)

						·
Sequence II	177	004	001	003	ა07	000
Given a selection, the student designates ideas in the order of occurrence. 3 * 4 * 5 * 6 *	the					
149 D: 176	177	004	001	003	008	000
Sequence II Given a selection, the student designates	177	004	001	003	008	
Given a selection, the student designates statement explaining why the order of every is effective.						
150		, ,		·		-
Sequence II	177	004	001	003	009	00
Given a selection, the student writes the events in the order of occurrence. *	: main					
Details	175	004	001	003	010	oc
# Given orally a selection, the student say details in the order of occurrence.						
1152						
						_

Given a selection, the student designates the details						
Sequence II 177 004 001 003 011 000	Details			ز 175	004 001	003: 011, 000
Sequence II	$2 \times $ in the order $3 \times $		designates	the details	3	
Sequence II						
Sequence II						
Sequence II				·		
Given a selection, the student designates the details in the order of occurrence. 153 D: 175 Sequence II	153 D: 1 77					
in the order of occurrence.	Sequence II			177	004 001	003 011 000
Sequence II 177 004 001 003 013 000 Given a selection, the student designates the pictures in the order of occurrence. ** ** ** ** ** ** ** ** **	$\frac{2 \times 10^{\circ}}{3 \times 10^{\circ}}$ in the order		designates	the details	5	
Sequence II 177 004 001 003 013 000 Given a selection, the student designates the pictures in the order of occurrence. ** ** ** ** ** ** ** ** **	k					
Sequence II Given a selection, the student designates the pictures in the order of occurrence. Sequence II Sequence II Sequence II Given a selection, the student designates two or more statements in the order of occurrence.	, <u>*</u>					
Sequence II Given a selection, the student designates the pictures in the order of occurrence. Sequence II Sequence II 177 004 001 003 013 000 154 Sequence II 177 004 001 003 014 000 154 Sequence II Given a selection, the student designates two or more statements in the order of occurrence.						
Sequence II Given a selection, the student designates the pictures in the order of occurrence. Sequence II Sequence II 177 C04 O01 O03 O13 O06 A A A Sequence II 177 C04 O01 O03 O14 O06 Sequence II Fig. 177 C04 O01 O03 O14 O06 O07 O08 O08 O09 O09 O09 O09 O09 O09	153 D: 175					
Given a selection, the student designates the pictures in the order of occurrence. 154 Sequence II Given a selection, the student designates two or more statements in the order of occurrence. Sequence II Given a selection, the student designates two or more statements in the order of occurrence.				177	004 001	003 013 000
Sequence II Given a selection, the student designates two or more statements in the order of occurrence. * * * * * * * * * * * * *	Given a selection in the order Column		designates	the picture	2 S	
Sequence II Given a selection, the student designates two or more statements in the order of occurrence. Sequence II Out 001 003 014 000	لتلث					
Sequence II Given a selection, the student designates two or more statements in the order of occurrence. Sequence II Out 001 003 014 000						
Sequence II Given a selection, the student designates two or more statements in the order of occurrence. Sequence II Out 001 003 014 000	154				·	
statements in the order of occurrence. *				177	004 001	003 014 000
155	* statements in	tion, the student the order of occ	designates urrence.	two or mor	e	
	* *					
	155					

Sequence I	176	004 001 003 015 000
1 * Given a selection and given a question a relationships, the student designates the 5	bout time e answer.	
1156 D: 177		
Sequence II	177	004 001 003 015 000
Given a selection and given a question a relationships, the student designates the state of the	bout time e answer.	
1156 D: 176		
1 2 3 4 5 6		
1 2 3 4 5 6	•	

INTERPRETATION



		, <u> </u>				
Relationships and Similarities	178.	0 04	002	001	001	o od
Given three or more statements, the students the logically related statements. Given three or more statements, the students the logically related statements.	lent designates					
1157 D: 179						
Relationships & Similarities: Written	179	004	002	001	001	0 00
Given three or more statements, the students of the logically related statements. Given three or more statements, the students of the logically related statements. Given three or more statements, the students of the logically related statements.	ent designates				·	
D: 178						
Relationships and S. Gilarities	Т	<u> </u>		- 1		
1 * Given three or more words, the student de the logically related words. 3 * 4 * 5 * 6 *	178 esignates	004	002	001	002	<u>000</u>
1158 D: 179						
Relationships & Similarities: Written	179	004	002	001	002	000
Given three or more words, the student d the logically related words. 3 * 4 *	·	0041	<u> </u>	0011	<u> </u>	0001
5 * 0 *	\$3		ź.,,	er eg.		
1158 D: 178				r		

Relationships and Similarities 178	004 002 001 003 000
Given two or more words, statements, or passages, the student designates why or how they are logically related.	
1159	
Relationships & Similarities: Written 179	004 002 001 004 000
Given two or more words and given two or more statements, the student writes (lists) the words and statements which are logically related.	
	3.
Relationships & Similarities: Written 179	004 002 001 005 000
Given two or more words, statements, or passages, the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related. Compared the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related to the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes why or how they are logically related the student writes which we will not be a student write which we will not be a student write which we will not be a student write which will not be a student with the student write will not be a student write with the student write will not be a student write w	··
1161	
Relationships and Similarities 178	004 002 001 006 000
Given two or more words and given two or more statements, the student designates the words and statements which are logically related.	
1162	
-360-	
•	



Relationships and Similarities	178,	004	002 001	007	000
* Given a word, the student designates a similar in meaning.		<u> </u>			
Relationships & Similarities: Written Given a word, the student writes anoth	179	004	002 001	008	000
Given a word, the student writes anoth in meaning.	ner word Simila	•			
Relationships and Similarities * Given a sentence, the student designate	178 tes another	004	002 001	009	000
sentence similar in meaning.					
Relationships & Similarities: Written	179	004	002 001	010	000
Given a sentence, the student writes a sentence similar in meaning.	unvener				
.66	-361-				



Palationality and Civil mining	170	004 002 001 011 000
Relationships and Similarities	178	004 002 001 011 000
1 * Given a phrase, the student designate 2 * phrase similar in meaning.	s another	
2 * phrase similar in meaning.		
4 *		
5 * 6 *		
	•	
1167		
Relationships & Similarities: Written	179	004 002 001 012 000
1 Given a phrase, the student writes an	other phrase	
2 * similar in meaning.	•	
3 * 4 *		
5 *		
61*		
1168		
Relationships & Similarities: Written	179	004 002 001 013 000
		
Given three or more words, the studen the logically related words.	t writes (lists)	
3 *		
4 *		
6 *		
11(0)		
1169	170	004 002 001 014 000
Relationships & Similarities: Written	179	004 002 001 014 000
Given three or more statements, the s		
2 * (lists) the logically related stateme	mus.	
4 *		
5 *		
		•
1170		
	-362	

Anal	logies: Written	180	004 002 001 015 000
1	Given an incomplete analogy, the smissing element. (E.g. cat: kitsdog: (pup)	ten)	
1	ss Concepts and Class Members Given a class (category), the study	183 dent designates	004 002 001 016 000
2 * 3 * 4 * 5 * 6 * 1	two or more members of the class	(cat eg ory).	
			•
172			
Clas	ss Concepts and Class Members	183	004 002 001 017 000
1	Given two or more members of a cl the student designates the class cat, dog, etc animals)		·
		•	
173			
Cla	ss Concepts and Class Members	183	004 002 001 018 000
1 2 * 3 * 4 * 5 *	Given two or more members of a cl the student designates one or mor member(s) of the class (category)	e additional	
لتلث			
			•
174			

	004 002 001 019 000
Class Concepts and Class Members: Oral 181	004, 002, 001, 019, 000
1 * Given orally a class (category), the student says 2 * the names of two or more members of the class	
3 * (category). (E.g. animals: cat, dog etc.)	
3	
6	
Class Concepts and Class Members: Oral 181	004 002 001 020 000
1 * Given orally two or more members of a class 2 * (category), the student says one or more	
3 * additional memler(s) of the class (category).	
3	
6]	·
1176 D: 183	
Class Concepts and Class Members 183	004 002 001 020 000
1 Given orally two or more members of a class	
2 * (category), the student says one or more	
<pre>3 * additional member(s) of the class (category).</pre>	
5 *	
1176 D: 181	
Class Concepts and Class Members: Oral 181	004 002 001 021 000
1 * Given orally two or more members of a class	
2 * (category), the student designates one or more	
3 * additional member(s) of the class (category).	
5	
1177 D: 183	
-364-	

Class Concepts and Class Members	183	004	002	001	021	000
Given orally two or more members of the student designates one or more as of the class (category). Given orally two or more members of the student designates one or more as of the class (category).						
177 D: 181		T!				
Class Concepts and Class Members: Oral * Given two or more pictures of members (category), the student points to one pictures of additional member(s) of (category).	e or more	004	002	001	022	000
178		T	200	001	000	
Class Concepts and Class Members: Oral Siven orally a class (category), the to the pictures of one or more addit of the class (category). (E.g. anim.	iona! member(s)	004	002	001	023	
179						
Analogies: Oral	182	004	002	001	024	000
Given orally an analogy, the student relationship of its elements. (E.g. adult)						
1180			, .			
	-365-					

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	•					
Analogies: Oral	182	004	002	001	025	00 0
Given orally an incomplete analogy, to the missing element. (E.g. cat: kitter dog: puppy 5						
1181						
Analogies: Oral	182	004	002	001	026	000
Given orally an incomplete analogy an or more pictures, the student points of the missing element of the analogy	t o th e pictu re . (E.g. cat: ki d o g:	tten) ppy)				
1182	101				007	
Class Concepts and Class Members: Oral 1 * Given orally a class (category) and g of two or more members, the student s members of the class (category). 4 5 6 6	iven the names	004	002	001	027	000]
1183 D: 183						
Class Concepts and Class Members Given orally a class (category) and g of two or more members, the student sembles of the class (category). members of the class (category).		004	002	001	027	000
1183 D: 181	-366-				· _	

004 002' 001: 028 000 Class Concepts and Class Members 183 Given two or more members of a class (category), the student writes one or more additional member(s) of the class (category). 1184 183 004 002 001 029 000 Class Concepts and Class Members Given two or more members of a class (category), the student writes the class (category). 2 * 1185 001 033 000 004 002 180 Analogies: Written Given the elements of an analogy, the student designates the relationship of its elements. (E.g. cat: kitten dog: puppy) (adult to baby animals) 1186 034 000 004 002 001 180 Analogies: Written Given an incomplete analogy, the student designates the missing element. (E.g. cat: kitter dog: 1187

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Relationships and Similarities	178,	0 0/	002 001	037 000
Given three or more related words, the state their common characteristic. (E.g. quick fast rapid 6 *	rocks speed	tes		
1188 Relationships and Similarities	178	004	002 001	038 000
1 * Given three or more words, the student designates the unrelated word. 3 * 4 * 5 * 6 *		304	502	335 335
1189		r	· -	
Relationships and Similarities 1 * Given three or more related words with or specified, the student designates whether specified word is the most general or the specific. 5 * 6 *	r the	004	002 001	039 000
1190	T T			
1 2 3 4 5 6				
-3	68-			

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Cause and Effect	184	004	002	0021 00	1, 00
Given a description of an event, the probable cause(s) of the event Compare the probable cause(s) Compare the probable ca					
1191	105	004	002	003 00	2 00
Cause and Effect: Written 1 * Given a description of an event the probable cause(s) of the event the event the event the probable cause(s) of the event the even		004	002	002 00	2 00
Cause and Effect 1 * Given a description of an event the probable consequence(s) of	, the student designat		002	002 00	00
3 4 5 6					
1193 Cause and Effect: Written	185	004	002	002 00	04 00
Given a description of an event probable consequence(s) of the consequence (s) the con	, the student writes t				· · · · ·
1194					

Cause and Effect	184	004: 002	002 005 000
1 * Given a hypothetical situation, the stude the probable cause(s). 3 4 5 6			
1195			
Cause and Effect: Written	185	004 002	002 006 000
1 * Given a hypothetical situation, the stude about the probable cause(s). 3 * 4 * 5 * 6 * 1196	ent writes		
Cause and Effect	184	004 002	002 007 000
1 * Given a hypothetical situation, the stude designates the probable consequence(s). 3 4 5 6 6 1 1197			
Cause and Effect: Written	185	004 002	002 008 000
Given a hypothetical situation, the study writes about the probable consequence (s) 1) •		
- 3	370-		

Cause and Effect		184	004 002 00	02 009 000
Cause and Effect			001, 032, 01	321 003 000
Given a hypothetic probable consequence 5	cal situation, the ence(s).	e student says the		
	ì			
1199		10/	004 002 00	02 010 000
Cause and Effect		184	004 002 0	02 010 000
Given a selection student designate 5	n involving cause a es the c ause an d th	and effect, the ne effect.		•
1200 Cause and Effect: W	ritten	185	004 002 0	02 011 000
1 * Given a selection	n involving cause cout the cause and	and effect, the		
1201				
Cause and Effect: W	ritten	185	004 002 0	02 012 000
1 * Given a hypothet 2 * the probable cau 3 * 4 * 5 * 6 *	ical situation, th	e student says		
1202				

Course and DEF	10%		004	002	002	013	000
Cause and Effect	184		004	002	0021	012	000
1 * Given a cause, the student designates the effect. 3 4 5 6	e most	likely					
1203							
Cause and Effect	184		004	002	002	015	000
1 * Given two or more causes and given two or the student designates the related causes 3 4 5 5 5 5	r more	e effects.	,				
1204							
1 2 3 4 5 6							
1 2 3 4 5 6							
	7.0						

					
Inferences and Quotations: Designate	186	004	002 0	003	000
Given a selection, the student designate quotation from it.	es a				
205	····	`		······································	
Inferences and Quotations: Designate	186	004	002 0	003 002	000
Given a selection, the student designate inferences to be drawn from it.	s th e				
·					
206	·				
Inferences and Quotations: Designate	186	004	002 0	003 003	
Given a selection, the student writes ab inferences to be drawn from it.					
207 D: 187					
Inferences: Written	187	004	002 0	003 003	000
Given a selection, the student writes ab inferences to be drawn from it.	out the				
207 D: 186					·

	1.20	201 202 201 201
Relationships and Similarities	178	004 002 003 004 000
Given a selection, the student designate which are direct quotations and statement inferred from the selection. Given a selection, the student designate which are direct quotations and statement inferred from the selection.	es statements nts which are	
1208 D: 186		
Inferences and Quotations: Designate	186	004 002 003 004 000
Given a selection, the student designate which are direct quotations and statement inferred from the selection.		
1208 D: 178 Relationships and Similarities	178	004 002 003 005 000
1 * Given a selection and given a question, designates the answer on the basis of it drawn from the selection. 4 * 5 * 6 *	the student	
1209 D: 186		
Inferences and Quotations: Designate	186	004 002 003 005 000
Given a selection and given a question, designates the answer on the basis of i drawn from the selection.		
1209 D: 178		
	374-	

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Inferences and Quotations: Designate	186	004 002	003 007	000
Given a hypothetical situation, the state the inferences drawn from the situation the situation of the situa		S		
Inferences: Written Given a hypothetical situation, the st	187	004 002	003 008	000
about inferences to be drawn from the 3 * 4 * 5 * 6 *				
Relationships and Similarities	178	004 002	003 009	0 0 0
Given a pair of similar statements, the designates the differences in the mean statements. 3 * statements. 5 * 6 *				
212	1.70	00/ 002	003 010	000
Relationships & Similarities: Written Given a pair of similar statements, t writes about the differences in the m the statements. the statements.		004 002	003 010	
1213				



	T				
Inferences and Quotations: Designate 186	004	002	003	012	000
1 * Given an incomplete selection, the student designates 2 * the missing sentence. 3					
5					
· · · · · · · · · · · · · · · · · · ·					
1214	, ,	- 1		 -	
Inferences and Quotations: Designate 186	004	002	003	040	000
1 * Given an incomplete selection, the student designates the ending. 3 4 5					
5 6					
1215					
Inferences: Written 187	004	002	003	041	000
Given an incomplete selection, the student writes an ending. 3 * 4 * 5 *	001	_ 0.521	<u> </u>		
1216					
1 2 3					
5 6					
-376-					

Figurative & Literal Language: Designate	185	004	002	004	0 01	000
Given a descriptive selection, the stude the sensory images. *	ent designates					
5 *						
217					 -	
Figurative & Literal Language: Designate	188	0 04	002	004	0 02	000
Given a poem, the student designates the images. 3 * 4 * 5 * 6 *	e sensory	·				
Figurative & Literal Language: Designate	188	004	002	004	003	000
Given an example of figurative language designates its translation into literal designates its translation designates its translation designates its translation designates des						
219						
Figurative and Literal Language: Written	189	004	002	004	004	000
Given an example of figurative language writes a translation into literal language with the state of the stat	, the student age.					
220						

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Figura	ıtive & Literal La	an gua ge: De	signate	188		004	002	004	005	000
1 * Gi 2 * 3 * 4 4 * 5 * 6 *	ven a selection,	the student	d e signates	the	symbolism	1.			•	
1221 D: Symbol	285			285		004	002	004	005	000
7 7 -	iven a selection,	the student	designates		l	n.	÷			
Figura * Gi	188 ative & Literal L iven a selection, the symbolism.		•	188		004	002	004	006	000
Symbol Gi	: 285 lism iven a selection, f the symbolism.	the student	designates	285		004	002	004	006	000
3 * 4 * 5 * 6 * D:	: 188									

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Figurative and Literal Language: Wri	tten	189		004	002	004	007	000
Given a selection, the student wrong of the symbolism.	ites abou	it the	me anin g					
3 * 4 *								
5 * 6 *								
								•
1223 D: 285								
Symbolism		285		004	002	004	007	000
Given a selection, the student will give a selection.	cites abou	it the	meaning	;				
3 * 4 *								
6 *								
1223 D: 189								
Idiomatic Expressions		159		004	002	004	009	000
Given a picture, the student designated as a state of the picture illustrated as a state of the picture.		n e idi o	omatic					
3 * 4 * 5 *								
6 *								
1224					,			
Idiomatic Expressions		159	•	004	002	004	010	000
Given an idiom, the student design the student desi	gnates it	s mean:	ing.					
3 * 4 *	•							
5 * 6 *								
								•
1225								
	-37	9-						

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	-	-			Ţ
Figurative & Literal Language: Designate 188. 1 * Given a simile, the student designates the two things compared. 3 * 4 * 5 * 6 *	004	002;	<u> </u>	014; 000	
1226					
Figurative & Literal Language: Designate 188	0 0 4	002	004	015 000	
1 * Given a selection, the student designates the metaphor. 3 * 4 * 5 * 6 *					
1227					
Figurative & Literal Language: Designate 188	004	002	004	017 000	Ī
Given a figure of speech, the student designates whether it is a simile or a metaphor. Given a figure of speech, the student designates whether it is a simile or a metaphor. Statement of the student designates whether it is a simile or a metaphor.					
1228					
1 2 3 4 5 6					
-380-					-

Mood, Feeling, and Imagery	217	004	002	005	001	000
* Given a selection, the student desi * described in it. *	gnates the emotion	-				
Dramatization of Character II	214	004	002	005	003	00
Given an incomplete selection, the the missing words that express the characters.	student designates	11	1	i	_	
Dramatization of Character I	215	004	002	005	003	00
# Given an incomplete selection, the the missing words that express the characters.	student designates feelings of the					
D: 214						
Dramatization of Character II	214	004	002	005	004	nc
Given an incomplete selection, the the missing words that express the characters.						
	•					-
231. D: 216						

· · · · · · · · · · · · · · · · · · ·				-		
Mood, Feeling, and Imagery: Written	216	004	002	005	004	000
Given an incomplete selection, the stude the missing words that express the feeli characters. 4 *						
1231 D: 214		, , ,				
Mood, Feeling, and Imagery	217	004	002	005	005	000
Given a selection, the student designate which convey emotion. 3 * 4 * 5	s the words					
1232						
Mood, Feeling, and Imagery: Written	216	004	002	005	006	0 0 0
Given a selection, the student writes the which convey emotion. 3 *						
1233						
Dramatization of Character II	214	004	002	005	009	000
Given a selection, the student designate emotional reactions of the characters. Given a selection, the student designate emotional reactions of the characters. The student designate emotional reactions of the characters.	s the					
1234 D: 215						
	382-					

		
Dramatization of Character I	215	004 002 005 009 000
1 * Given a selection, the student designated reactions of the characters. 3 4 5 6	ates the emotion	nal
1234 D: 214		
Dramatization of Character II	214	004 002 005 010 000
Given a selection, the student writes reactions of the characters. 3 * 4 * 5 * 6 *	about the emot	ional
1235 Dramatization of Character II	214	004 002 005 011 000
Given a selection with quotations by student designates the feelings of the implied by the quotations. 3 *	characters, the	
1236 D: 215		
Dramatization of Character I 1 * Given a selection with quotations by student designates the feelings of the implied by the quotations. 4 5 6		004 002 005 011 000
1236 D: 214	202	

Dra	matization of Character II	214	004 002 005 012 000
1 2 * 3 * 4 * 5 * 6 *	Given a selection with quotations be student writes about the feelings o implied by the quotations.	y characters, the	-
1237			
1 2 3 4 5 6			
1			
1 2 3 4 5 6			
1 2 3 4 5 6			
		20/	
1		-384-	

Fables	190	004	002	006	001	00 0
Given three or more fables, the student characteristics of a fable.	designates the	e			_	
4 * 5 * 6 *	·					
1238						
Fables	190	004	0 02	006	002	000
Given three or more fables, the student characteristics of a fable. Given three or more fables, the student characteristics of a fable.	t writes the					
Story Moral Given a selection, the student designate	191	004	002	006	003	000
2 * 3 * 4 * 5 * 6 *						
.1240						
Story Moral	191	004	002	006	004	000
Given a selection, the student writes i	ts moral.				•	
3 * 4 * 5 * 6 *						
1241	385-					

Con	clusions	20	3	004	002	006	006	000
1	Given a selection, the student de conclusion to be drawn from it.	s ig nat es th	e most log	ical				
1242								
1 2 3 4 5 6		•			<u></u> .			
1 2 3 4 5 6			ا ا					•
		· ·	<u> </u>					
1 2 3 4 5 6			J .		<u> </u>			
								

		1
Compare/Contrast Information	192	004 002 007 001 000
Given three or more sentences, the student of the s	udent design a tes	S
Compare/Contrast Information: Written	193	004 002 007 002 000
Given three or more sentences, the stuthose which have opposite meanings. 4 * 5 * 6 *		
1244		·
Paraphrases Given a selection and given a paraphra in the selection, the student designat statement in the selection. the selection and given a paraphra in the selection.	169 ase of a stateme es the original	004 002 007 003 000 ent
1245		
Compare/Contrast Information	192	004 002 007 004 000
Given two selections similar in theme, designates the similarities and differ selections.		
1246		

			-
Compare/Contrast Information: Written	193	004 002	2 007 005 000
Given two selections similar in theme, writes about the similarities and diff selections.			
247			
Compare/Contrast Information	192	004 002	2 007 006 000
<pre>designates the similarities and differ selections.</pre>			
248	1,00		007 007 000
Compare/Contrast Information: Written	193	004 002	2 007 007 000
Given two selections similar in mood, * writes about the similarities and diff selections. * * * * * * * * * * * * *			
Compare/Contrast Information	192	004 002	007 008 000
Given two selections similar in plot, * designates the similarities and differ * selections.			
50	`		

			, , , , , , , , , , , , , , , , , , ,		
Compare/Contrast Informati	ion: Written	193,	004 002	007 009	000
Given two selections selections selections. 3 * selections. 4 * 5 * 6 *					
					÷
1251					7
Compare/Contrast Informati	ion	192	004 002	007 010	000
Given two selections we student designates the in the selections.				٠	
1252 Compare/Contrast Informati	on; Written	193	004 002	007 011	000
Given two selections we student writes about to in the selections. 1					
Compare/Contrast Informati		192	044 002	007 012	000
Given two selections we the same event, the standard in opinion.	with different opin	ions about	044 002	007] 012]	
1254					
	_ 39				

Compare/Contrast Information: Written	193	004	002	007	013	000
Given two selections with different opin same event, the student writes about the in opinion.	nions about the			<u></u>		
255		· · · · · ·		·		
Compare/Contrast Information	192	004	002	007	014	000
the same problem, the student designates in opinion.	s the differen	c e s				
256					, ,	
Compare/Contrast Information: Written	193	004	002	007	015	000
Given two selections with different opin the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem, the student writes about the same problem.						
257						
Compare/Contrast Information	192	004	002	007	016	000
Given two selections with different opi the same issue, the student designates in opinion.		es				

C==	Tona (Carbon L. T. Carbon L.		1,00		221				
	pare/Contrast Information:		193		004	002	007	017 00	00
1 2 * 3 * 4 * 5 *	Given two selections with same issue, the student wrin opinion.	different oping	nions e diff	about the erences					
6 *									
1259			-1	, 	T	1			
1			<u> </u>						
1 2 3 4 5 6									
1 2 3 4 5 6	·	·							
			•						
1 2 3 4 5 6	:1								
IC-				·				·	

Fact and Fantasy: Written 194 004 002 008 001 000		
2	Fact and Fantasy: Written 194	004 002 008 001 000
Fact and Fantasy: Designate 195 004 002 008 002 000	2 * could not happen in real life. 3 * 4 * 5 *	t
Given a fantasy, the student designates the events that could not happen in real life. 1261	1260	
that could not happen in real life. 1261 Fact and Fantasy: Written 194 004 002 008 003 000 1	Fact and Fantasy: Designate 195	004 002 008 002 000
Fact and Fantasy: Written 194 004 002 008 003 000 1 Given two or more sentences, the student copies those which are make-believe. 1262 Fact and Fantasy: Designate 195 004 002 008 004 000 1 * Given two or more sentences, the student designates those which are realistic and those which are make-believe. Given two or more sentences, the student designates those which are realistic and those which are make-believe.	2 * that could not happen in real life. 3 * 4 * 5	
Civen two or more sentences, the student copies those which are realistic and those which are make-believe. 1262 Fact and Fantasy: Designate 195 Given two or more sentences, the student designates those which are realistic and those which are make-believe. Given two or more sentences, the student designates those which are realistic and those which are make-believe.		004 002 008 003 000
Fact and Fantasy: Designate 195 004 002 008 004 000 1 * Given two or more sentences, the student designates those which are realistic and those which are make-believe. 3 * make-believe.	Civen two or more sentences, the student copies the which are realistic and those which are make-belie which are make-belie to the student copies the which are make-belie to the student copies the studen	cse
Fact and Fantasy: Designate 195 004 002 008 004 000 1 * Given two or more sentences, the student designates those which are realistic and those which are make-believe. 3 * make-believe.	1262	
2 * those which are realistic and those which are make-believe. 4 * 5		004 002 008 004 000
	1 * Given two or more sentences, the student designate those which are realistic and those which are make-believe. 4 * 5	s

			
Fact and Fantasy: Designate	195	004 002	008 005 000
1 * Given two or more statements, the studen 2 * those which are fact.	nt designates		
3 * 4 *			
5			
D: 202			
References and Documentation	202	004 002	008 005 000
Given two or more statements, the studen	nt designates		
those which are fact.			
4 * 5 *			
*			
D: 195			
1204			
Fact and Fantasy: Written	194	004 002	008 006 000
Given two or more statements, the student those which are fact.	nt copies		
3 *			
5 *			
*			
		,	
265 D: 202			
References and Documentation	202	004 002	008 005 000
Given two or more statements, the stude			
those which are fact.	ur cohies		
3 * 4 *			
5 * 6 *			
<u> </u>			
		·	
D: 194			

0-4-1	
Opinions 1 Given two or more statements, the student those which are opinion. 3 * 4 * 5 * 6 *	197 004 002 008 007 000 designates
Opinions Given two or more statements, the student	197 004 002 008 008 000 copies
those which are opinion. those which are opinion. those which are opinion.	
Hypothesis Given two or more statements, the student those which are hypotheses. The student those which are hypotheses. The student those which are hypotheses.	196 004 002 008 009 000 designates
Hypothesis Given two or more statements, the student those which are hypotheses.	196 004 002 008 010 000 copies
1269	

Given a selection, the student designates of more statements which support the opinion selection. Given a selection, the student designates of more statements which support the opinion selection. Selection. D: 201	one or in the	004 00	2 008	020	000
more statements which support the opinion selection. D: 201 Opinions: Evaluation Given a selection, the student designates more statements which support the opinion selection.	one or in the				
Opinions: Evaluation * Given a selection, the student designates more statements which support the opinion selection.					
* more statements which support the opinion selection.	201	004 00	008	020	000
#F-1874					
270 D: 197 Opinions	197	004 00	02 008	021	000
Given a selection, the student copies one statements which support the opinion in the selection.	or more				
271			- 		
Opinions Given a selection, the student designates more reasons used to support the opinion i selection.		0041 00	02 008	0221	.00
272 D: 201					

Opinions: Evaluation	201	004 00	2 008	022 000
* Given a selection, the student reasons used to support the opt	designates one or more inion in the selection	•		
272 D: 197 Opinions	197	004 00	008	023 00
Given a selection, the student	writes about one or	[004] 00	21 0001	025 00
<pre>more reasons for the opinion in * *</pre>	n the selection.			
*				
773	1,00	100/100	2 000	026 00
Philosophy Given a selection, the student	designates the	004 00	008	026 00
diven a selection, the student philosophy expressed in the selection.				
*				
**	•			
274				
Philosophy	198	004 00	008	027 00
Given a sele ion, the student	writes about the			
* philosophy expressed in the se	rection.			
*				
	•			

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Values Expressed in Literary Works	289	004 002 00	08 028 000
Given a selection, the student designate expressed in the selection. 3 *	es the values		
1276			
Values Expressed in Literary Works	289	004 002 0	08 029 000
Given a selection, the student writes a values expressed in the selection. Given a selection, the student writes a values expressed in the selection. S * 4 * 5 * 6 *	about the		
Purpose	199	004 002 0	08 032 000
Given a selection, the student designate of the selection. Given a selection, the student designate of the selection.	tes the purpose		
1278			20 200 200
Purpose 1 Given a selection, the student writes a purpose of the selection. 3 * 4 * 5 * 6 *	199	004 002 0	08 033 000
1279			

Point of View: Interpretation	200	004 002 008 034 000
Given two different reports of the same student designates the reason(s) for the same student designates the reason student designates t		
1280		
Point of View: Interpretation	200	004 002 008 035 000
Given two different reports of the same student writes about the reason(s) for 4 * 5 * 6 *		•
1281		
Opinions	197	004 002 008 036 000
Given a selection, the student says one reasons for the opinion in the selection in the sel		
1282 D: 201		
Opinions: Evaluation	201	004 002 008 036 000
Given a selection, the student says one reasons for the opinion in the selection.		
-282 D: 197		

Opinions	197	004 002 008 037 006
Given a selection, the student says statements from the selection which opinion. Given a selection, the student says statements from the selection which opinion.		
1283 D: 201		
Opinions: Evaluation	201	004 002 008 037 000
Given a selection, the student says statements from the selection which opinion.		
1283 P: 197	ГТ	
Opinions .	197	004 002 008 038 000
Given a non-fiction selection, the s those opinions which are fully docume facts and references. 4	tudent copies ented with	
1284 D: 202		
References and Documentation 1 Given a non-fiction selection, the state those opinions which are fully documentation 3 * facts and references. 4 * 5 * 6 *		004 002 008 038 000

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Opinions	197	004	002	008	039	000
Given a non-fiction selection, the studer those opinions which are fully documented and references. A * 5 * 6 *						^
References and Documentation	202	004	002	008	039	000
Given a non-fiction selection, the student those opinions which are fully documented and references. A * B * B * C * C * C * C * C * C	nt designates	·		<u> </u>		
Illogical Statements	209	004	002	008	040	000
Given orally a sentence, the student destant whether or not it makes sense.	ignates					
286						
1						

		
Conclusions	203	004 002 009 004 000
Given a selection, the student we conclusions drawn by the author. 3 * 4 * 5 * 6 *	rites about the	
1287		
Conclusions	203	004 002 009 005 000
Given a selection, the student de conclusions drawn by the author. 3 * 4 * 5 * 6 *	esignates the	
1288		
Biased Statements Given a selection, the student de biased statements. ** ** ** ** ** ** ** ** **	204	004 002 009 006 000
Biased Statements	204	004 002 009 007 000
Given a selection, the student wr biased statements. Given a selection, the student wr biased statements. Statements.		
1290		·

Biased Statements 204	004 002 009 009 000
Given a selection, the student says which are the biased statements. 3 *	
Persuasive Devices 211 1 Given a selection, the student designates its	004 002 009 012 000
Given a selection, the student designates its persuasive devices. 3 * 4 * 5 * 6 *	
Persuasive Devices 211 Given a selection, the student writes about its	004 002 009 013 000
2 * persuasive devices. 3 * 4 * 5 * 6 *	a.
1293 Emotionally Charged Statements 205	004 002 009 014 000
Given a selection, the student designates emotionally charged statements. Given a selection, the student designates emotionally charged statements.	
1294	

Emotionally Charged Statements Comparison of Comparison	ts	004 002		015	000
False and Unstated Assumptions 210 Given a selection, the student designates unstated assumptions. Civen a selection, the student designates unstated assumptions.		004 002	009	016	000
False and Unstated Assumptions 210 Given a selection, the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes about it unstated assumptions. Compared to the student writes are compared to the student writes about it unstated assumptions. Compared to the student writes are compared to the	_	004 002	009	017	000
Propaganda Techniques 206 Civen a selection the student designates propaganda techniques. propaganda techniques.		004 002	009	018	boo

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Propaganda Techniques	206	004 002 009 019 000
Given a selection, the student writer propaganda techniques.	tes about its	
Fallacies	207	004 002 009 020 000
Given a selection, the student designates fallacies.	ignates	
Fallacies Given a selection, the student wri fallacies.	207 tes about its	004 002 009 021 00
301	20.00	004 002 009 022 00
Given a selection, the student des inconsistencies in data.	208 ignates	004 002 009 022 00
<u>. </u>		

Inconsistencies in Data	208	004 002 009 023 000
Given a selection, the student write inconsistencies in data. Column	es about its	
Illogical Statements Given a selection, the student desi	209	004 002 009 024 000
Statements. Statements. Statements. Statements. Statements. Statements. Statements.	gnaces intogreat	
1304 Illogical Statements	209	004 002 009 025 000
Given a selection, the student write illogical statements. X	es about its	
305		
False and Unstated Assumptions	210	004 002 009 026 000
Given a selection, the student des: assumption(s). 3 * 4 * 5 * 6 *		

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		- 		
False and Unstated Assumptions	210	004 00	02 009 02	7 0
Given a selection, the student writes false assumption(s). Column	about its			
1307 Persuasive Devices	211	U04 00	02 009 03	34 0
Given a selection, the student design effect(s) of its persuasive device(s) 3 * 4 * 5 * 6 *	ates the			
1308 Persuasive Devices	, 211	004 00	02 009 03	35 (
Given a selection the student writes effect(s) of its persuasive device(s) 3 * 4 * 5 * 6 *				·
1309				
Book Criticism Given a familiar book, the student de comments and criticisms of the book w which he agrees. which he agrees.	218 esignates with	004 00	02 009 03	36 (
1310				

			 +				
Book Criticism	218		004	002	009	037	900
Given a familiar book, the student wrices	his	comments					
* and criticisms of the book.							
* *							
*							
•							
311	<u> </u>	T		-		000	
Illogical Statements	209	}	004	002	009	038	000
Given a selection, the student designates * statement not supported by the selection							
*	•						
*							
*							
312							
	197		004	002	009	039	00
Opinions		-	00,1		007	1	
Given a selection, the student designates specified statement is fact or opinion.	s whe	tner a					
*							
*							
1~1			. •				
313							
Figurative & Literal Language: Designate	188		004	002	009	043	00
Given a sentence with specified words, t	he st	udent					
<pre>designates whether the words are used li</pre>	teral	ly or					
* figuratively. *			•-				
* * *		•					
							
							

-407-

					
Reading:	Oral	21	<u>2</u> }	004 002	010 001 000
1 * Given	a selection, the student appropriate intonation.	reads it oral	Ly		
1315					
Reading:	Oral	21	.2	004 002	010 002 000
1 * Given	a selection, the student appropriate enunciation.	reads it orall	у		
Reading:	On-1	21	2	004 002	010 003 000
1 * Given	a selection, the student appropriate phrasing.			0041 002	0101 0031 000
6 *	. •	u.			
1317				÷	
	One1	21	2	004 002	010 004 000
	e selection, the student ing punctuation.				
1318		408-		·	

Reading: (Oral		212	004	002 010	005 000
1 * Given a using a 3 * 4 * 5 * 6 *	a selection, the s	tudent reads it	orally			
 -	Oral		212	004	002 010	006 000
1 * Given 6 2 * 3 * 4 * 5 *	a selection, the s	tudent r ea ds it	orally.			
	a poem, the studen	t reads it oral	212 ly with	004	002 010	007 000
2 * expres: 3 * 4 * 5 * 6 *	sion.					
1321			1 212	004	002 010	009 000
1 * Given	oral a selection, the s ys an answer to a			004	002 010	
1922						

Reading; Oral	212	004 002 010 010 000
Given a selection, the student reads with expression, tone, and emotion. k k k k k k k k k k	it orally	
323		
1		
2		
-410-		

ATTITUDE TOWARD READING



Book Criticism Given one or more books chosen by himsels writes what he liked and/or disliked about k to be a compared to the compared to t	218j the student the book(s)		002 001 000
Reading for Enjoyment	213	004 003	002 002 000
Given a selection chosen by himself, the voluntarily reads it orally. A	student		
Reading for Enjoyment	213	004 003	002 003 000
Given instructions to do so, the student or not he enjoys the classroom reading a * Given instructions to do so, the student or not he enjoys the classroom reading a * * * * * * *	says whether		
326			
Book Criticism	218	004 003	002 004 000
Given two or more selections, the studentitles of the selections he liked. 3 * 4 * 5 *	t says the		

Book Criticism Given one or more books chosen by himself, the atudent says what he liked and/or disliked about the book(s). Reading for Enjoyment Given a list of suggested readings on different topics, the student voluntarily reads books which are on the list. Given a list of suggested readings on different topics, the student voluntarily reads books which are on the list. Given a look on an appropriate level, the student reads one or more books chosen by himself. Given books on an appropriate level, the student reads one or more books chosen by himself. Given books on an appropriate level, the student reads one or more books chosen by himself. Given books on an appropriate level, the student reads one or more books chosen by himself.		
1328 Reading for Enjoyment 213 004 003 002 006 000	Book Criticism	218 004 003 002 005 000
Reading for Enjoyment 213 004 003 002 006 000 A	2 * says what he liked and/or disliked 3 * 4 * 5 *	himself, the student i about the book(s).
Given a list of suggested readings on different topics, the student voluntarily reads books which are on the list. 1329	1328	·
the student voluntarily reads books which are on the list. 1329	Reading for Enjoyment	213 004 003 002 006 000
Reading for Enjoyment 213 004 003 002 007 000	2 * the student voluntarily reads book 3 * list. 4 * 5 *	ks which are on the
Given books on an appropriate level, the student reads one or more books chosen by himself. 1		. 213 004 003 002 007 000
Reading for Enjoyment 213 004 003 002 008 000 1 * Given a choice of two or more activities, one of which is reading a book on an appropriate level, the student reads the book.	1 * Given books on an appropriate leve	el, the student himself.
1 * Given a choice of two or more activities, one of which 2 * is reading a book on an appropriate level, the student 3 * reads the book. 4 * 5 *	<u> </u>	
is reading a book on an appropriate level, the student reads the book. 3 *	Reading for Enjoyment	213 004 003 002 008 000
l	is reading a book on an appropriate reads the book. to be a second or an appropriate reads the book. to be a second or an appropriate reads the book.	ivities, one of which te level, the student

	 	
Dramatization of Character II	214	004 003 004 001 000
Given the name of a familiar charac hypothetical situation, the student thinks the character would feel or situation. 5 * 6 *	writes what he	
1332		
Dramatization of Character II	214	004 003 004 002 000
Given the name of a familiar character hypothetical situation, the student he thinks the character would feel situation. * * * * * * * * * * * * * * * * * * *	designates what	
333 D: 215		
Dramatization of Character I	215	004 003 004 002 000
Given the name of a familiar character hypothetical situation, the student he thinks the character would feel situation. D: 214	designates what	
Dramatization of Character II	214	004 003 004 003 000
Given the name of a familiar character would feel or situation. Given the name of a familiar character thinks the character would feel or situation.	ter and given a	
D: 215		

Dramatization of Character I	215	004 003 004 003 000
Given the name of a familiar chara hypothetical situation, the studen thinks the character would feel or situation.	t says what he	
1334 D: 214		
Mood, Feeling, and Imagery	217	004 003 004 004 000
1 * Given a selection, the student des feeling and/or mood. 3 * 4 * 5 6 6 1 1335	ignates its	
Mood, Feeling, and Imagery	217	004 003 004 005 000
Given a selection, the student say and/or mood. Given a selection, the student say and/or mood. Given a selection, the student say and/or mood.	s its feeling	
· 	216	004 003 004 006 000
Mood, Feeling, and Imagery: Written Given a selection, the student wri feeling and/or mood. ** ** ** ** ** ** ** ** **		
1337		

Mood, Feeling, and Imagery: Written	216	004 003 004 007 000
Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection, the student write of its mood and/or imagery upon him Given a selection imagery upon him Given a sele		
1338		
Mood, Feeling, and Imagery	217	004 003 004 008 000
its mood and/or imagery upon him per 4 * 5 6 1	rsonally.	
Mood, Feeling and Imagery	217	004 003 004 009 000
1 * Given a selection, the student design of its mood and/or imagery upon him 3 * 4 * 5 6 6		
1340		
	218	004 003 004 010 000
Book Criticism Given a statement of opinion, the statement of opinion, the statement of opinion, the statement. The statement of opinion, the statement of opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion, the statement opinion opinion, the statement opinion opini	tudent writes how	004 003 004 010 000
1341		

ERIC

AFUIL TEXT Provided by ERIC

Book Criticism Given a non-fiction selection, the personal emotional response. * * * * * * * * * * * * * * * * * * *	218 student says his	004 003 004 011 000
2 * personal emotional response. 3 * 4 * 5 *	student says his	
Book Criticism	218	004 003 004 012 000
Given a non-fiction selection, the about his emotional response to it. Compared to the selection of the s		
Book Criticism	218	004 003 004 013 000
Given a selection, the student says Column	his reactions.	
Book Criticism	218	004 003 004 014 000
Given instructions to do so, the student about an instance in which reading a behavior. behavior.	udent writes	33.1 3331 3341 3441 3001

	107	00/ 000	20/ 015 000
Opinions	197	004 003 0	004 015 000
Given a selection on a current issue, this opinion. Given a selection on a current issue, this opinion. S * * * * * * * * * * * * * * * * * *	he student wr	ltes	
1346			·
Opinions	197	004 003	004 017 000
Given a selection on a controversial cut the student writes his opinion. 3 * 4 *	rrent event,		
5 * 6 *		·	
1347			
Opinions	197	004 003	004 019 000
Given a selection on a current issue, to says his opinion.	he student		·
5 *			
6 *			: : : :
1348			
Opinions	197	004 003	004 020 000
Given a selection on a controversial cut the student says his opinion. 3 * 4 * 5 * 6 *			
			٠

LOCATION AND STUDY SKILLS



RECOGNIZE AND USE TEXTBOOK AIDS

005 001

ERIC

	Tit	le Page						21	91	00	001	001	100	000	· -
•	1 * 2 * 3 * 4 * 5 * 6 *	Given a	book,	the st	u d ent	points	s to i				21	001		000	
	1350	10 D-10				,				100		T I		· · ·	
	1 * 2 * 3 * 4 * 5 *	Given a	title	page, 1	the st	udent	says	the info	_		5 001	001	002	000	
	6 *			·	•										
	1351														
	1 2 3 4 5 6								_		•	1			
·															•
	1 2 3 4 5 6														
														•	
ERIC						<u>.</u>	-421-		•			_			

0		
Copyright 1 / Given a book, the study 3 * 4 * 5 * 6 *	dent points to its copyright.	005 001 002 001 000
Copyright Given a copyright, the	220 e student says its function	005 001 002 002 000
2 * and the information it 3 * 4 * 5 * 6 *	contains.	
1353		
1 2 3 4 5 6	:	
1		
2 3 4 5 6		
	-422-	

Formatted Information	221	005	001 003	001 000
Given a text, the student points to lead to le	boxed information	•		
1354		T 7		
Formatted Information	221	005	001 003	002 000
Given a text, the student says why the information is separated from the text information information is separated from the text information informati	ct.			•
Textbook Symbols	222	005	001 003	003 000
Given a textbook, the student points 3 * 4 * 5 * 6 *	to symbols.			
1356				
Textbook Symbols	222	005	001 003	004 000
Given a textbook, the student says the symbols. 3 * 4 * 5 * 6 *				
3257	<u> </u>			
-423-	·			

Tex	tbook Syr	nbols			222		005	001	003	005	000
1 2 * 3 * 4 * 5 * 6 *	Given a meaning	textbook, the sof its symbols.	student tra	nslates (writes)	the					
1358 1 2 3 4 5 6											
3 2 2 4 5											
1 2 3 4 5											
6			-4	24-							

Table of Contents 223	005 001 004 001 000
Contents Contents	
Table of Contents 223 Civen a table of contents, the student says why the information in it is useful. Table of Contents 223 Table of Contents 223 Civen a table of contents, the student writes about the usefulness of the information in it. Civen a table of contents, the student writes about the usefulness of the information in it. Chapter Identification 224 Civen the name of a unit in a table of contents, the student points to the titles of its chapters.	
Given a table of contents, the student says why the information in it is useful. Table of Contents Given a table of contents, the student writes about the usefulness of the information in it. Given a table of contents, the student writes about the usefulness of the information in it. Given the usefulness of the information in it. Chapter Identification Chapter Identification 224 Given the name of a unit in a table of contents, the student points to the titles of its chapters.	
information in it is useful. information in it is useful. information in it is useful. information in it is useful. information in it is useful. Table of Contents Civen a table of contents, the student writes about the usefulness of the information in it. Chapter Identification Chapter Identification 224 Civen the name of a unit in a table of contents, the student points to the titles of its chapters.	005 001 004 002 000
Table of Contents 1 Given a table of contents, the student writes about the usefulness of the information in it. 3 *	·
Given a table of contents, the student writes about the usefulness of the information in it. Given a table of contents, the student writes about the usefulness of the information in it. Chapter Identification Chapter Identification 224 Civen the name of a unit in a table of contents, the student points to the titles of its chapters.	005 001 004 003 000
Chapter Identification 224 1 * Given the name of a unit in a table of contents, the student points to the titles of its chapters. 3	
Given the name of a unit in a table of contents, the student points to the titles of its chapters.	
student points to the titles of its chapters.	005 001 004 004 000
6 1	
362 D: 225	

-425-

-		
Chapters and Chapter Titles	225	005 001 004 004 000
Given the name of a unit in a table of 3 * student points to the titles of its of 4 * 5 * 6 *		
1362 D: 224		
Chapters and Chapter Titles	225	005 001 004 005 000
Given the name of a unit in a table of student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes the titles of its chap to the student writes t		
Table of Contents	222	005 001 004 006 000
Given a book with a table of contents question concerning the table of cont student locates (points to) the answer 1	ents, the	005 001 004 006 000
1364		
Table of Contents	223	005 001 004 008 000
Given an anthology, a novel, and a te with tables of contents), the student the similarities and differences in t of contents. 5 * 6 *	xtbook (all designates	2021 001 0041 0001 000
1365		

Table of Contents	223	005 001 004 009 000
Given an anthology, a movel, with tables of contents), th the similarities and differe of contents.	e student writes about	
1366		
Table of Contents	223	005 001 004 010 000
Given a table of contents and student locates (points to) with that topic, 3 *	d given a topic, the the page(s) dealing	
1367		
1 2 3 4 5 6		
		·
1 2 3 4		
6		
<u>IC</u>	-427-	· · · · · · · · · · · · · · · · · · ·

Text Sections and Headings	226	005 001 005 001 000
Given a chapter from a textbook, to the section headings. the section headings.	e student locates	
Toyt Sections and Headings	226	005 001 005 002 000
Text Sections and Headings 1 Given a chapter from a textbook, th		
Given a chapter from a textbook, the a specified section.		
Text Sections and Headings	226	005 001 005 003 000
Given a section from a textbook, the a heading. a heading. b * 4 * 5 * 6 *	e student writes	
370		
Text Sections and Headings	226	005 001 005 004 000
Given a section from a textbook, the heading. 3 * 4 * 5 * 6 *	e student designa	tes ·
1371		

-428-

Text Sections and Headings	226		005	001	005	005	000
Given a section heading from a textbook, says what the section might be about. 3 * 4 * 5 * 6 *	the s	student					
1372							4
Text Sections and Headings	226		005	001	005	006	000
Given a section heading from a textbook, designates what the section might be about 5 x 6 x	the s	student					
6 *							
1373	ī	r	7 T		- 1	 1	
1 2 3 4 5 6							
		-					
1 2 3 4 5 6		·					·
-429~							

	 -	
Italics	227	005 001 006 001 000
Given a selection, the studen	t points to italics.	
2 * 3 *		
[4] * [
5 *		
<u> </u>		
1374	•	
		
Italics	227	005 001 006 002 000
Given instructions to do so,	the student says the	
31.		
4 *		
4 * 5 * 6 *		
•		
1375		
		
$\frac{1}{2}$		
<u>4</u> <u>5</u> <u>6</u>		
6		
		·
	•	
1 2		
3		
1 2 3 4 5 6		·
6		
	-430-	

Boldface Type	228		005	001	007	001	000
1 * Given a selection, the student points to 2 * 3 * 4 * 5 * 6 *	boldface	type.					
1376 Boldface Type	228		005	001	007	002	000
1 * Given instructions to do so, the student of boldface type. 3 * 4 * 5 * 6 *	says the	uses					
1377	, 						
1 2 3 4 5 6							
			-				<u> </u>
1 2 3 4 5 6					[,		
6.1							
-431-							

Index	229	005 001 008 001 000
Given a book, the student points to i 3 * 4 * 5 * 6 *	ts index.	
1378		
Index	229	005 001 008 002 000
Given instructions to do so, the students of an index in a hook. Given instructions to do so, the students of an index in a hook. Solvent instructions to do so, the students of an index in a hook.	ent says the	· ·
1379	· · · · · · · · · · · · · · · · · · ·	
Index	229	005 001 008 003 000
Given an index, the student locates (specified information. 3 * 4 * 5 * 6 *	points to)	
Index	229	005 001 008 004 000
Given a statement of a problem, the skey words in an index would supply in to the problem. 4 * 5 * 6 *	student says which	ch ed

-432-

•							• :		
Index		229		005	001	008	005	იაი	
1 G 2 * (1 3 * 4 * 5 * 6 *	iven an index and given a topic, the stupoints to) the page(s) dealing with the t	dent to pi c	locates						
1382		_			1				
1 2 3 4 5 6									
			<u> </u>						7
1 2 3 4 5 6			1			•	· · · · · · · ·		
1 2 3 4 5 6									
	·								



Appendix	230	005 001 009 001 000
Given a book, the student * * * * *	points to its appendix.	
383 Appendix	230	005 001 009 002 000
Given a book with an appen	ndix, the student says its	
* contents.	,	
*		
* *		
•		
384]		
	Land	005 001 000 000 000
Appendix	230	005 001 009 003 000
Given two or more books with the student says the funct	ith and without appendices,	
*	Jone of the appendix.	•
*	•	
·	:	
ar l		
85		
	230	005 001 009 004 000
Appendix		
Given a book with an appendix (points to) specified info	ndix, the student locates	
Given a book with an appendix (points to) specified info	ndix, the student locates	
Given a book with an appendix (points to) specified info	ndix, the student locates	

Introduction, Foreword and Preface	231	005 001 010	000 1000
Given a book, the student points to i foreword, or preface.	ts introduction	n,	
3 * 4 * 5 * * * * * * * * * * * * * * * *			
61*			
387			
Introduction, Foreword, and Preface	231	005 001 010	003 000
Given instructions to do so, the student functions of an introduction, forework	ent says the		
1 * functions of an introduction, forework 1 * 4 *	d, or preface.	·	
5 * 5 *			
· ;'			
388			
		<u> </u>	
5		•	
5			
5 1			
		· · · · · · · · · · · · · · · · · · ·	
	5 -,		
	<u></u>		

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1 Given a chapter, the student points to the overview. 3 x 4 x 5 x 6 x			
1389	Chapter Overview	232	005 001 011 001 000
1389	Given a chapter, the student point	its to the overview.	
1389	3 *		
Chapter Overview 232 005 001 011 002 0 Civen instructions to do so, the student says the functions of an overview. Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Chapter Overview the student says the probable contents of the chapter. Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00	4 *		
Chapter Overview 232 005 001 011 002 0 Civen instructions to do so, the student says the functions of an overview. Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00	6 *		
Chapter Overview 232 005 001 011 002 0 Civen instructions to do so, the student says the functions of an overview.			
Chapter Overview 232 005 001 011 002 0 Civen instructions to do so, the student says the functions of an overview. Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 004 00 Civen a chapter overview, the student says the probable contents of the chapter. Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00			
Chapter Overview 232 005 001 011 002 0 Civen instructions to do so, the student says the functions of an overview. Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 004 00 Civen a chapter overview, the student says the probable contents of the chapter. Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00	` 		
Civen instructions to do so, the student says the functions of an overview. 130	1389		
1390 Chapter Overview 232 005 001 011 003 00	Chapter Overview	232	005 001 011 002 000
1390 Chapter Overview 232 005 001 011 003 00	Given instructions to do so, the	student says the	
1390 Chapter Overview 232 005 001 011 003 00	functions of an overview,	22222	•
Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Civen a chapter overview, the student says the probable contents of the chapter. Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Civen a chapter, the student writes an overview. Civen a chapter, the student writes an overview.	4 *		
Chapter Overview 232 005 001 011 003 00 Chapter Overview 232 005 001 011 003 00 Civen a chapter overview, the student says the probable contents of the chapter. Chapter Overview 232 005 001 011 004 00 Chapter Overview 232 005 001 011 004 00 Civen a chapter, the student writes an overview. Civen a chapter, the student writes an overview.	6 *		
Chapter Overview 232 005 001 011 003 00 Contents of the chapter. Chapter Overview			
Chapter Overview 232 005 001 011 003 00 Contents of the chapter. Chapter Overview		•	
Chapter Overview 232 005 001 011 003 00 Contents of the chapter. Chapter Overview			
Given a chapter overview, the student says the probable contents of the chapter. 1391	1.390		
Given a chapter overview, the student says the probable contents of the chapter. 3	Chapter Overview	232	005 001 011 003 000
Contents of the chapter. Contents of the chapter.	1 Given a chapter overview the stu		
1391 Chapter Overview 232 OUS 001 011 004 00 Given a chapter, the student writes an overview. 3 * 4 * 5 * 6 *	contents of the chapter.	inc out of the proble	
Chapter Overview 232 005 001 011 004 00 Given a chapter, the student writes an overview. Given a chapter, the student writes an overview.	4 *		
Chapter Overview 232 005 001 011 004 00 Given a chapter, the student writes an overview. Given a chapter, the student writes an overview.	5 *		
Chapter Overview 232 005 001 011 004 000 Given a chapter, the student writes an overview. 3 * 4 * 5 * 6 *	<u>[</u>	•	
Chapter Overview 232 005 001 011 004 000 Given a chapter, the student writes an overview. 3 * 4 * 5 * 6 *			
Chapter Overview 232 005 001 011 004 000 Given a chapter, the student writes an overview. 3 * 4 * 5 * 6 *			
Given a chapter, the student writes an overview. Given a chapter, the student writes an overview. Given a chapter, the student writes an overview.	1391		
Given a chapter, the student writes an overview. Given a chapter, the student writes an overview. Given a chapter, the student writes an overview.	Chapter Overview	232	005 001 011 004 000
2 3 * 4 * 5 * 6 * 1392			2.21 222 221 004 000
1392	2	es an overview.	
1392	3 *		
1392	5 *		
	 		
	1392		
	<u> </u>	36-	
	<u> </u>		

er summary.	005 001 012	001 000
er summary.		
33	005 001 01:	002 000
ys the		
233	005 001 01	2 003 000
7.		
232	005 001 01	2 004 000
chapter,		
	chapter,	233 005 001 01 232 005 001 01 Chapter,

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Chapter Summary		233	005 001	012 005 000
1 Given a chapter, 2 3 * 4 * 5 * 6 *	the student writes a	summary.		
1397 1 2 3 4 5 6 6 6 6	,			
1 2 3 4 5 6				
1 2 3 4 5 6				
				•

Bibliography	234	005 001 013 001 000
Given a textbook, the student point bibliography. Given a textbook, the student point bibliography. Given a textbook, the student point bibliography.	ts to its	
6 *		
1398		
Bibliography	234	005 001 013 002 000
Given instructions to do so, the s functions of a bibliography. 3 * 4 * 5 * 6 *	tudent says the	
1399	·	
Bibliography	234	005 001 013 003 000
Given a bibliographical reference, says what information is given in 3 *	the student the reference.	
4 * 5 * 6 *		
6 *		•
1400		
6 *		
1400		
1400		
1400		
1400		
1400		
1400		
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Glossary	235	005 001 014 001 00
Given a textbook, the s	tudent points to its glossary.	
3 *		
4 * 5 *		
6 *		
	r	
1401		
1401		
Glossary	235	005 001 014 002 000
14 and functions of a class	tudent says the contents	
3 x 4 x		
5 *		
6 *		
1402		
Glossary	235	005 001 014 003 000
1 Given a word from a text	tbook, the student locates	
2 (points to) its definit:	on in the glossary.	
4 *		
5 *		
1403		
1		
2		
3 4		
3		
2 3 4 5	-440-	

Footnotes	236	005 001 0	15 001 000
Given a book, the student points to a Given a book, the student points to a A	footnote.		
1404			
Footnotes	236	005 001 0	15 002 000
Given a hook cited in a footnote, the locates (points to) the passage to wh footnote refers. 3 *	student ich the		
1405			
Footnotes	236	005 001 0	15 003 000
Given a footnote, the student says the symbols and abbreviations. Given a footnote, the student says the symbols and abbreviations.	e meaning of its		
Footnotes	236	005 001 01	5 004 000
Given instructions to do so, the stude kinds of footnotes are found in books. Given instructions to do so, the stude kinds of footnotes are found in books. Given instructions to do so, the stude kinds of footnotes are found in books.	ent says what		
1407.			
-44	1-		

Footnotes	236	005 001 015 005 000
Given instructions to do so, the stude functions of a footnote, 3 * 4 * 5 *. 6 *	ent says the	
1408	·	
1 2 3 4 5 6		
1 2 3 4 5 6		
2 3 4 5 6		
	1/2	

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Graphs	253	005 001 C16 002 000
Given instructions to do so, the state of th	tudent says the	·
1409		
Graphs	253	005 001 016 003 000
Given a selection with specified day locates (points to) the graph that the data. the data.		
	_	••••••••••••••••••••••••••••••••••••••
1410	•	
Graphs	253	005 001 016 004 000
Given a selection with a graph, the points to the data that correspond to the data tha		
1411		
1411 Diagrams	256	005 001 016 005 000
	he student says	005 001 016 005 000
Diagrams 1 Given a selection with a diagram, to what information is given in the diagram, to	he student says	005 001 016 005 000

	1 1	
Cherts	255	005 001 016 007 000
Given a chart, the student writes information in the chart, 3 *	a summary of the	
1413		
Illustrative Pictures	237	005 001 016 009 000
Given a selection with specified de locates (points to) the picture the to the data.	ata, the student at corresponds	
		• .
1414		
Illustrative Pictures	237	005 001 016 010 000
1 * Given a selection with a picture, a locates (points to) the data that a to the picture. 5 * 6 *	the s tudent cor responds	
1415		·
Illustrative Pictures	237	005 001 016 011 000
1 * Given a selection with a picture, to the functions of the picture. 3 * 4 * 5 * 6 *	the student says	
1416		

Pictures		238		005	001	016 01	2 000
Given a picture, the student information in the picture.	writes a s	ummary	of the				
3 * 4 * 5 *							
3 *							
1417		_	-		- +	 -	 1
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Dictionary Pronunciation Key	239	005 001	017 001 000
Given a dictionary, the student por pronunciation key.	oints to its		
*			
: :		*	
418			·
Distionary Pronunciation Key	239	005 001	017 002 00
Dictionary Pronunciation Key	239	005 001	017 003 00
Given instructions to do so, the structions of a pronunciation key.	student says the		
*			
<u>.</u>			
420			·
420 Dictionary Pronunciation Key	239	005 001	017 004 00
Dictionary Pronunciation Key Given a dictionary with a pronunciation of the key.	iation key, the	005 001	017 004 00
Given a dictionary with a pronunction of	iation key, the	005 001	017 004 00
Dictionary Pronunciation Key Given a dictionary with a pronunciation of the key.	iation key, the	005 001	017 004 00

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Dic	tionary Pro	nuncia	ion	Key	_		239	ر——— ان	005	001	017	005	000
1 2 * 3 * 4 * 5 * 6 *	Given a ne the studen	w word t says	and the	given word.	its	dictionar	y pro	onunciation	n,				
1422													
1 2 3 4 5 6								.			II _		
								1	·				
1 2 3 4 5 6	,	. ,					1	J l					
									- 1	-		—-т	
1 2 3 4 5 6								j (1		1	1	
[C						-447-						*	

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Abbreviation	S	240		005	001	018	001	000	
2 * abbrevia	table of abbreviations and given tion, the student writes the work e abbreviation stands.	an d for							
1423			·•					·····	
Abbreviation	s	240		005	001	018	002		
2 * abbrevia 3 * 4 * 5 *	word, the student locates (point tion in the dictionary.	s tu)	its						
1424	•								
							·		
1 2 3 4 5 6									
	·								
	<u> </u>	, ,				- 1	7	7	
	·			L	<u> </u>			,	
1 2 3 4 5 6			·		,				
								•	

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Marginal Noces	241	005 001 019 001 000
Given a textbook, the student	points to a marginal	
2 * note, 3 *		
4 *		79- .
5 * 5 *		
,		
4		
1425	,	•
Marginal Notes	241	005 001 019 002 000
		003 001 019 002 000
Given instructions to do so, Contents and functions of a management of the contents and functions of a management of the contents and functions of a management of the contents and functions of a management of the contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents and functions are contents are contents are contents are contents and functions are contents are co	the student says the	<i>t</i>
2 * contents and functions of a m	narginal note.	
4 *		
5 * 5 *		
		
•		
100		
426	6/1	005 001 010 000 000
Marginal Notes	241	005 001 019 003 000
Given a selection, the studen		
	it writes a marginar	
Given a selection, the studen note,	it writes a marginal	
	it writes a marginal	
note, * note, * * * *	it writes a marginal	
2 * note, 3 * 4 *	nt writes a marginal	
note, * note, * * * *	it writes a marginal	
2 * note. 3 * 4 *	it writes a marginal	
2 * note, 3 * 4 *	nt writes a marginal	
note,	nt writes a marginal	
note.	nt writes a marginal	
note.	nt writes a marginal	
2	nt writes a marginal	
2	nt writes a marginal	
2 * note, 3 *	nt writes a marginal	
2	nt writes a marginal	
2	nt writes a marginal	
2	nt writes a marginal	
2	nt writes a marginal	
2	nt writes a marginal	

List of Suggested Readings	242	005 001 020 001 000
Given a textbook, the student point of suggested readings. 3 * 4 * 5 * 6 *		005, 001, 020, 001, 000
1428		
List of Suggested Readings	242	005 001 020 002 000
Given instructions to do so, the st contents and functions of a list of readings. 4 * 5 * 6 *		
1429		
List of Suggested Readings	242	005 001 020 003 000
Given a chapter from a textbook, the a list of suggested readings. 3 * 4 * 5 * 6 *	e student writes	. ·
1430		
List of Suggested Readings	242	005 001 020 004 000
Given a list of suggested readings a bibliography, the student says the and differences in them. 4 * 5 * 6 *	and given ne similarities	
1431		

	- ,			
Answer Keys	243	005	001 021	000 100
1 * Given a chapter test, the student po 2 * answer key. 3 * 4 * 5 * 6 *	ints to the			
1432				
Answer Keys	243	005	001 021	002 000
1 * Given instructions to do so, the study 2 * functions of an answer key. 3 * 4 * 5 * 6 *	ident says the			
1433 Answer Keys	243	005	001 021	003 G00
1 * Given his own answers and given an a student designates whether his answer 3 * 4 * 5 * 6 *	nnswer key, the			
1434				
1 2 3 4 5 6	·		•	
-451-				

Etymology	244	005 001 022 001 000
Given a dictionary, the stuests at the stuest at the stues	dent points to an	
*		
•		
435		· · · · · · · · · · · · · · · · · · ·
Etymology	244	005 001 022 002 000
Given instructions to do so contents and functions of a	o, the student says the an etymology.	
<u>*</u>		
436		
Etymology	244	005 001 022 003 000
Given a word, the student letymology in a dictionary.	locates (points to) its	
* * *		
*		
<u>.</u>		
437		
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IDENTIFY AND USE LIBRARY RESOURCES

005 002



Library:	Location Skills		246		005	002	001	001	000
	a diagram of a libra e or more reference o			S					
1438 Library:	Location Skills		246		005	002	001	002	000
1 Given to on 3 * 4 * 5 * 6 *	a diagram of a libra e or more book section	ary, the student ons on the diagra	point	:s					
1439 Library:	Location Skills	<u> </u>	246		005	002	001	003	000
	a diagram of a librate or more periodical								
1440					·				
	Location Skills a diagram of a libr ne or more card catal			ts	005		001]	004	000
1441									

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Library; Location Skills	246	005 002 001 005 000
Given a diagram of a library, the stone or more check-out desks on the d 3 * 4 * 5 * 6 *	udent points to	
1442		·
Library: Card Catalogues	245	005 002 001 006 000
Given a library catalogue card, the the name of the author. Given a library catalogue card, the the name of the author.	student points t	. ·
1443		
Library: Card Catalogues	245	005 002 001 007 000
Given a library catalogue card, the the title of the book. Given a library catalogue card, the the title of the book. S * 6 *	student points t	
1444		
Library: Card Catalogues	245	005 002 001 008 000
Given a library catalogue card, the the subject of the book. Given a library catalogue card, the the subject of the book. The subject of the book.	student points t	
1445		

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Library: Card Catalogues	245	005 002 001 009 000
Given a library catalogue card, the call number of the book. 3 * 4 * 5 *	ne student points	
6 *		·
1446		
Library: Card Catalogues	245	005 002 001 010 000
Given the title of a book, the stubook in the card catalogue and writers and the card. Given the title of a book, the stubook in the card catalogue and writers are card.		
Library: Card Catalogues 1 Given the title of a book, the stu	245	005 002 001 011 000
2 * (points to) the name of its author catalogue. 4 * 5 * 6 *		
		•
1448		
Library: Card Catalogues	245	005 002 001 012 000
Given the title of a book, the students to its call number in the students to its call		
1449		
-456-		

-456-

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Given a topic, the student locates (points to) in the card catalogue one or more books on the topic. Compared topic, the student locates (points to) in the card catalogue one or more books on the topic. Compared topic, the student locates (points to) in the card catalogue one or more books on the topic.	Library: C	ard Catalogues	245	005 002 001 013 000
Library: Card Catalogues 245 005 002 001 014 000 Civen a topic, the student locates (points to) in the card catalogue one or more books on the topic. Card Catalogue	2 * (points 3 * and cal 4 * author.	to) in the card catalog	gue the title(s)	•
4 x 5 x	Library: C. 1 Given a the care	topic, the student loca	ites (points to) in	005 002 001 014 000
Library: Card Catalogues 245 005 002 001 015 000 Civen a topic, the student locates (points to) in the card catalogue the title(s), author(s), and call number(s) of one or more books on the topic. Library: Location Skills 246 005 002 001 017 000 Civen instructions to do so, the student writes about the uses of a card catalogue.	3 * 4 * 5 *		-	
the card catalogue the title(s), author(s), and call number(s) of one or more books on the topic. 452 Library: Location Skills Given instructions to do so, the student writes about the uses of a card catalogue. Given instructions to do so, the student writes about the uses of a card catalogue.	Library: C			005 002 001 015 000
Library: Location Skills 246 005 002 001 017 004 1 Given instructions to do so, the student writes about the uses of a card catalogue. 3 * 4 * 5 *	2 * the car 3 * call nu 4 * 5 *	d catalogue the title(s)), author(s), and	
Given instructions to do so, the student writes about the uses of a card catalogue. 3 * 4 * 5 *		earties Skills	246	005 002 001 017 000
\cdot	Given i about t 3 * 5 *	nstructions to do so, th	ne student writes	10051 0021 0011 0171 00C

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	,		
Library: Location Skills	246	005 002 002	001 000
Given the call number of a book and given diagram of a library, the student points section in the library where the book is	to the		
5 * 6 *		•	
Library: Card Catalogues	245	005 002 002	002 000
		[003[002] 002]	002 000
Given the title of a book and given the dof a library and given a card catalogue, student locates (points to) the book in the	the	·	·
6 *			
1455			
Library: Location Skills	011	1!!!	JU4 000
Deater, Deater	246	005 002 002	0041 000
Given a book, the student points to its p location on the library shelf. 1		[005] 602] 002]	004[000]
Given a book, the student points to its p location on the library shelf.		[005] 602[002]	0041 000
Given a book, the student points to its p location on the library shelf.		[005] 602] 002]	0041 000
Given a book, the student points to its p location on the library shelf.			0041 0001
Given a book, the student points to its p location on the library shelf. 3 * 4 * 5 * 6 *		005 002 002	
Given a book, the student points to its p location on the library shelf. 3 * 4 * 5 * 6 *	246 arrangement library of Congress) t Locates	,	
Given a book, the student points to its p location on the library shelf. 1456 Library: Location Skills Given a diagram of a library showing the of books by the principal headings of the catalogue (e.g. Dewey Decimal or Library and given the title of a book, the studen (points to) the section of the library where the catalogue (e.g. Dewey Decimal or Library and given the title of a book, the studen (points to) the section of the library where the catalogue (e.g. Dewey Decimal or Library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the section of the library where the catalogue (points to) the catalog	246 arrangement library of Congress) t Locates	,	

Library; Card Catalogues	245	005 002 002 006 000
Given the title of a periodical, the locates (points to) its call number catalogue. Given the title of a periodical, the locates (points to) its call number catalogue.		
1458 D: 247	⊕ · ·	·
Periodicals and Magazines	247	005 002 002 006 000
Given the title of a periodical, the locates (points to) its call number catalogue.		
1458 D: 245 Periodicals and Magazines	247	005 002 002 007 000
Given a topic and given a periodic locates (points to) a magazine artitle the topic. The topic of the topic	guide the student	
1459		
Periodicals and Magazines	247	005 002 002 008 000
Given the title of an article and and issue of the periodical in which the student locates (points to) the state of the student locates (points to) the state of the student locates (points to) the state of the student locates (points to) the state of t	ch it appeared,	

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IDENTIFY AND USE OTHER SOURCES OF INFORMATION

...

005 003



Dictionary	248	005 003 001 001 000
Given a dictionary, the studen coctions (i.e. table of conten pronunciation, etc.).		
Dictionary	248	005 003 001 002 000
Given a dictionary entry, the function of each of its parts.	student says the	
5 * 6 *		
 1		د نژن
Dictionary	248	005 003 001 003 000
Given three or more words beging the student writes the order. Given three or more words beging the student writes the order. Given three or more words beging the student writes the order.	nning with the same words in alphabetica	al
1463	2/8	005 003 001 004 000
Dictionary Given a word, the student local synonym in a dictionary. X * 5 * 6 *	tes (points to) a	005 003 001 004 000

		, , ,	
Antonyms	152	005 003	001 005 000
Given a word, the student locates (points antonym in a dictionary. 3 * 4 * 5 *	to) an		
6 *			
465 D: 248			
Dictionary	248	005 003	001 005 000
Given a word, the student locates (points antonym in a dictionary. 3 * 4 * 5 * 6 *	to) an		
D: 152 Dictionary	248	005 003	001 006 00
Given a dictionary, the student points to of guide words and says their function. Column	a pair		
466			
Dictionary	248	005 003	001 007 00
Given a list of words and given a pair of words, the student writes the word(s) whi be found between the guide words. Given a list of words and given a pair of words, the student writes the word(s) whi be found between the guide words.			
1467			
-462			

		 		
Dictionary		248	005 003 001	000 800
word, the student lo	with a specified multocates the word in the ing appropriate for ea	e dictionary		
468		,		
Dictionary		248	005 003 001	009 000
* the student*locates	th a new multi-meaning (points to) the mean: ropriate to the contex	ing in		
469 Dictionary		248	005 003 001	010 000
	entry, the student co itical and accent mar			
470		, - ,		
Dictionary		248	005 003 001	011 000
Given a word, the state of diacritical marks.	tudent says the meanin	ng of its		·
471		•	•	
-/1	-463			

Dictionary		005 003 001 012 000
Given a new word, the student logical its pronunciation in a dictionary word. word.	ocates (points to) ry and says the	•
472	248	005 003 001 013 000
Given a new word, the student lost its definition in the student lost its definition i		003 003 001 013 000
1473 Dictionary	248	005 003 001 024 000
Given a multi-meaning word, the (points to) its entry in a diction.	student locates ionary and copies	
1474		
Dictionary	248	005 003 001 026 000
Given a proper name and given a the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the answer to the student locates (points to) dictionary and writes the student locates (points to) dictionary and writes the student locates (points to) dictionary and writes the student locates (points to) dictionary and writes (points to) dictionary and wri	its entry in a	
1475		
-44	<u> </u>	

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-464

Abbreviations		240	005 003 001 027 000
	ation, the student lo a dictionary and cop		
476 D: 248			
Dictionary		248	005 003 001 027 000
Given an abbrevi to) its entry in meaning.	ation, the student lo	ocates (points	
476 D: 240			
Dictionary		248	005 003 001 028 000
	, the student locates pies its definition.	s (points to)	
(27)			
Dictionary		248	005 003 001 038 000
Given a dictiona	ry entry with referent to locates the second	nce to another	
x x x x x x x x x x x x x x x x x x x			
*			

!

Given a prefixed word, the student desi whether or not the word is a main entry dictionary. * * * * * * * * * * * * *	gnates in the	005 005	001 040 000
Dictionary	248	005 003	001 042 000
Given a word and given a question about etymology, the student locates (points entry in a dictionary and writes the an the question.	its to) its		
Dictionary Pronunciation Key	239	005 003	001 043 000
Given a word, the student designates it phonetic spelling.	S		
481	7248	005 003	001 049 000
Given a word and given 2 pair of guide student designates whether or not the w between the guide words.	words, the word would be	<u> </u>	001 049 000
82			

N	2/9:	005	03 001	050 000
Dictionary	248	005 0	03 001	050 000
Given a dictonary and given a page number student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the guide words on the student designates the student de	per, the nat page.	·		
1483	-,			
Dictionary	244	005 0	03 001	051 000
Given a new word and given a dictionary student designates the meaning of the word at the meaning of t	, the ord.			
1484	İ	, ,		
1 2 3 4 5 6			·	
		r		
1 2 2 2 4 5 6				
-467-				

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Encyclopedia	249	005 003 002 001 000
Given an encyclopedia, the student saturation are found in it. Given an encyclopedia, the student saturation are found in it. Given an encyclopedia, the student saturation are found in it. Given an encyclopedia, the student saturation are found in it.	ys what	
Encyclopedia	249	005 003 002 002 000
Given an encyclopedia, the student loest entry on a topic.	cates an	,
3 ± 4 ± 5 ±		
6 *		
486		
Encyclopedia	249	005 003 002 003 000
Given an encyclopedia and given a did the student says their similarities a differences.	tionary, and	
487		
Encyclopedia	249	005 003 002 004 000
Given an encyclopedia, the student po the index. 3 * 4 * 5 * 6 *	oints to	
1488		
1700		

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Encyclopedia	249	005 003 002 005 000
Given an encyclopedia, the student information is arranged in it. 3 x 4 x 5 x 6 x	says how	
1489	240	005 003 003 006 000
Encyclopedia 1 Given the title of a map, the stude (points to) the volume number and p the map in the index of maps of an the map in the index of maps of an the map in the index of maps of an the map in the index of maps of an the map in the index of maps of an the map in the index of maps of an the index of maps of	age number of	005 003 002 006 000
Encyclopedia Given visually a topic of two or months at the word he would use	249 ore words, the to find the	005 003 002 007 000
topic in an encyclopedia. topic in an encyclopedia. x x x x x x x x x x x x x x x x x x		
Encyclopedia	249	005 003 002 008 000
Given an encyclopedia, the student to) the answer to a question and wranswer.	locates (points	

Encyclopedia	249	005 003 002 009 000
Given the title of an illustration, the locates (points to) the volume number number of the illustration in the independent of the illustration of an encyclopedia.	and page	
1493		
Encyclopedia	249	005 003 002 010 000
Given a topic, the student locates (posterior the volume number and page number of in the index of an encyclopedia.	oints to) the topic	
1494	 -	
1 2 3 4 5 6		
	- 1 - 1	
1 2 3 4 5 6		
470		
-470-	•	

Magazines	250	005 003	003 001 000
Given a magazine, the student locates to) the frequency of its publication. The student locates to the frequency of its publication. The student locates to the student locates to the frequency of its publication.	(points		
495	250	005 003	003 002 000
Magazines Given a magazine, the student locates to) its issue number. A * A * B * A * B * B * B * B *		[003] 003]	0031 0021 000
496 Magazines	250	005 003	003 003 000
Given a magazine, the student locates to) its volume number. * * * * * * * * * * * * *	(points		
497	· · · · · · · · · · · · · · · · · · ·	, 	· · · · · · · · · · · · · · · · · · ·
Magazines Given a magazine, the student locates to) the name of the editor. The student locates to the editor. The student locates to the editor.	(points	005 003	003 004 000
498			

Magazines		005 003 003 005 000
Given a magazine, the student locat to) the name of the publisher. 1	es (points	
1499		
Magazines	250	005 003 003 006 000
Given a magazine, the student locate to) the publication date of its fir 4 x 5 x 6 x	es (points st issue.	•
1500 Magazines	250	005 003 003 007 000
Given a magazine, the student locate to) its table of contents. 3 * 4 * 5 * 6 *	es (points	
1501		·
Given the names of two or more diff of magazines (e.g. women's, auto, not student says how they differ.	erent types news), the	005 003 003 008 000
1502		

-472**-**

Newspapers	251	005 003 004 001 000
Given a current event, the sture (points to) a related newspaper * * * * * * *		
503	251	005 003 004 002 000
Given the name of a newspaper student says the types of info in the section.		003 003 004 002 000
Newspapers Given a newspaper, the student	251	005 003 004 003 000
index.	·	
505 Newspapers	251	005 003 004 004 000
Given a newspaper, the student classified ad.		
		•

Given a newspaper, the student locates (points) an editorial. 1507 Newspapers Given a newspaper, the student points to the weather report. Given a newspaper, the student points to the weather report.	.nts	005 CU3	004 005	000
2				
Newspapers 2 1 Given a newspaper, the student points to the weather report. 3 * 4 * 5 * 6 * 1508	251			
Newspapers 2 1 Given a newspaper, the student points to the weather report. 3 * 4 * 5 * 6 * 1508	251		•	
Newspapers 2 1 Given a newspaper, the student points to the weather report. 3 * 4 * 5 * 6 * 1508	251			
Given a newspaper, the student points to the weather report. 3 * 4 * 5 * 6 * 1508		005 003	004 006	000
	ne			•
Newspapers 2	251	005 003	004 007	000
Given a newspaper, the student points to a sports page. 3 * 4 * 5 * 6 *				,
1509		005 000	201 200	
Newspapers 2 1 Given a newspaper, the student points to a syndicated column. 3 * 4 * 5 * 6 *	251	005 003	004 008	000
1510				

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Newspapers		251	005 003 004	009 000
	the student points to	a		
.1511				
Newspapers		251	005 003 004	010 000
Given a newspaper, headline. 3 * 4 * 5 * 6 *	the student points to	a		
1512				
1 2 3 4 5 6				
				1 1
1 2 3 4 5 6				

Maps and Atlases	252	005 003 005 001 000
Given an atlas, the student says what information are to be found in it. 3 *		
Maps and Atlases	252	005 003 005 002 000
Given the name of a place and given of an atlas, the student locates (post the place on a map. 4 * 5 * 6 *	the index	003 003 002 000
1514 Maps and Atlases	. 252	005 003 005 003 000
Given two or more kinds of maps, the says how they differ. 3 * 4 * 5 * 6 *	student	
Maps and Atlases	252	005 003 005 004 000
Given a map and given a globe, the s their similarities and differences. 1		005 <u>1</u> 003 <u>1</u> 005 <u>1</u> 004 <u>1</u> 000 <u>1</u>
. 1516		
-476		

Maps and Atlase:	252	005 003	005 005 000
Given a map with two or more latitude and longitude lines, the student locates (poi to) a specified latitude and longitude. 5 * 6 *			
1517			· ·
Maps and Atlases	252	005 003	005 006 000
Given a map, the student points to its in 3 \(\dag{4} \) 5 \(\dag{4} \) 6 \(\dag{4} \)	dex.		
1518			
Maps and Atlases	252	005 003	005 007 000
Given a map and given a question concerni symbol on the map, the student says the a state of the	ng a nswer.		
·			
		•	
1519	 	- 1	
Maps and Atlases	252	005 003	005 008 000
Given a map, the student points to the tizones. 3 * 4 * 5 * 6 *	me		
1520			
1520 -477-			

Maps and Atlases	252	005 003 005 009 000
Given a map and given a compass di student points to the compass dire map. Given a map and given a compass dire map.	rection, the ction on the	
1521		
Maps and Atlases	252	005 003 005 010 000
Given a map, the student points to Given a map, the student points to 3 * 4 * 5 * 6 *	its legend.	
1522		
Maps and Atlases	252	005 003 005 011 000
Given a map, the student points to 2	its scale.	
1523		
Maps and Atlases	252	005 003 005 012 000
Given a map with color codes, the the meaning of the colors. 3 * 4 * 5 * 6 *	student says	
1524		
C -47	8-	

Maps and Atlases	252	005 003 005 013 000
Given a map with a symbol key, the stutranslates the meaning of one or more symbols. 5 * 6 *		
15.05		
1.525 Maps and Atlases	252	005 003 005 014 000
Given a map with a symbol key, the stutranslates the meaning of the key. 3 \(\frac{1}{4} \) \(\frac	dent	
1526		
Maps and Atlases	252	005 003 005 015 000
Given a map with two or more colors and a question concerning the colors, the says the answer. 4 * 5 * 6 *		
Maps and Atlases	252	005 003 005 016 000
Given a map and given a question conce key or legend, the student says the and 4 * 5 * 6 *	erning its	
1528		

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Maps and Atlases	252	005 003 005 017 000
Given a map and given a question con a location on the map, the student sanswer. A * B * B * B *	ncerning	
529		
Maps and Atlases Given a map and given the names of the student locates (points to) the route between the two points.	252 two locations, shortest	005 003 005 018 000
Maps and Atlases Given instructions to do so, the st	252 udent draws	005 003 005 019 000
a map of his community.		·
531		
-48	0-	

Graphs	253	005 003 006 001 000
Given a graph, the student write the information on it. 3 * 4 * 5 * 6 *	es a summary of	
1532		· · · · · · · · · · · · · · · · · · ·
Graphs Given a graph with a legend or says the meaning of two or more symbols.	key, the student specified	005 003 006 002 000
ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن ن		
Given a table, the student write the information in it.	es a summary of	005 003 006 003 000
.534		
Diagrams	256	005 003 006 004 000
Given a diagram, the student wrong of the information in it.	ites a summary	
1.535		
	-481-	

Charts Given a chart, the student	writes a summary of	005 003 006 005 00
the information in it.		
*		
*		
*		
•		
		
536		
Diagrams	256	005 003 006 006 00
Given a diagram and given a	question about it,	,
the student says the answer		
*		
*		
القبا		
537		
Tables	254	005 003 006 007 00
Given a table and given a		
the student says the answer	r.	
*		
*		
4		
538		
Graphs	253	005 003 006 008 00
Given a graph and given a		
the student says the answer	r.	
elle		
["]		
 	•	
<u>' - l l</u>	·	
*	·	

-482-

Charts	255	005 003 006 009 000
Given a chart and given a q the scudent says the answer the scudent says the answer the scudent says the answer the scudent says the answer the scudent says the answer	uestion about it.	
1540		
Graphs Given a line graph, the study line graph.	dent says it is a	005 003 006 010 000
6 *		
1541 Graphs	253	005 003 006 011 000
Given a bar graph, the stude it is a bar graph. 3 ** 4 * 5 * 6 *	<u></u>	[33] 303[300] 311] 300]
1542		
Graphs Given a circle graph, the st a circle graph.	253 cudent says it is	005 003 006 012 000
1543		
ERIC THE PROBLEM END	-483-	

Diagrams	256	005 003 006 013 000
Given a selection with a diagram, the says the function of the diagram. 3 * 4 * 5 * 6 *	ne student	
1544		
Charts	255	005 003 006 014 000
Given a selection with a chart, the says the functions of the chart. 3 * 4 * 5 * 6 *	student	-
1545		
Diagrams	256	005 003 006 015 000
Given a selection with a diagram, the says the advantages of the use of a says the advantages of the u		
Graphs	253	005 003 006 016 000
Given a selection with a graph, the says the advantages of the use of a 3 * 4 * 5 * 6 *		

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1547

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Civen a selection with a graph, the student says the functions of the graph. Tables	Graphs	252	005 002 004 045
Tables 254 005 003 006 018 000 Given a selection with a table, the student says the functions of the table. Tables 254 005 003 006 019 000 Given a selection with a table, the student says the advantages of the use of a table. Given a selection with a table, the student says the advantages of the use of a table.	Given a selection with a graph, the says the functions of the graph. 3 * 4 * 5 *		0031 0031 0061 0171 000
Says the functions of the table. Says the funct	Tables		005 003 006 018 000
Tables 254 005 003 006 019 000 Given a selection with a table, the student says the advantages of the use of a table. Charts 255 005 003 006 019 000	says the functions of the table.		
says the advantages of the use of a table.	Tables Given a selection with a table, the s	tudent	005 003 006 019 000
Charts 255 005 003 006 020 000	says the advantages of the use of a t	able.	
			005 003 006 020 000
	551	1	

_			
Gra	phs	253.	005 003 006 021 000
1 2 3 * 4 * 5 *	Given a sentence, the student designat graph from which the information could derived.		
5 *			
.552			
Tab	Given a sentence, the student designat table from which the information could derived.		005 003 006 022 000
553 Dia	grams Given a sentence, the student designat	256	005 003 006 024 000
3 7 3 7 5 7 5 7 7 7 7 7 7 7 7 7 7 7 7 7	diagram from which the information couderived.		
Cha	Given a sentence, the student designat chart from which the information could derived.	255 es the be	005 003 006 025 000

1555

Diagrams	256	005 003 006 026 000
Given a selection and given an inc diagram, the student completes the with information from the selection draws the diagram. 5 * 6 *	diagram	
· 		
1556 Graphs	253	005 003 006 027 000
Given two or more different kinds the student says what information each graph. Given two or more different kinds the student says what information each graph.		
1557 Graphs	253	005 003 006 028 000
Given a selection and given an inc graph, the student completes the g information from the selection and graph.	raph with	
1558		
Tables 1 Given a selection and given an incomplete the student completes the table wing from the selection and writes th	th information	005 003 006 029 000
1559		

Charts	255	005 003 006 030 00
Given a selection and give the student completes the from the selection and wri	chart with information	
1560 Diagrams	256	005 003 006 031 00
Given a diagram and given the student writes the ans 3 \(\dag{\pmathrm{1}} \)	a question about it,	
1561		
1 2 3 4 5 6	<i>;</i>	
1 2 3 4 5 6	•	
	-488-	

Pictures 238	005 003 007 001 000
Given a picture file, the student locates (points to) a picture for a specified topic.	i
5 * 6 *	
1562	
Illustrative Pictures 237	005 003 007 002 000
Given a selection, the student says which of two or more pictures are appropriate for the selection.	
6 *	
1563 D: 238	
Pictures 238	005 003 007 002 000
Given a selection, the student says which of	
Given a selection, the student says which of two or more pictures are appropriate for the selection.	
two or more pictures are appropriate for the	
two or more pictures are appropriate for the	
two or more pictures are appropriate for the	
two or more pictures are appropriate for the	
two or more pictures are appropriate for the selection.	005 003 007 003 000
two or more pictures are appropriate for the selection. 1563 D: 237 Illustrative Pictures 237 Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.	005 003 007 003 000
two or more pictures are appropriate for the selection. 1563 D: 237 Illustrative Pictures 237 Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.	005 003 007 003 000
two or more pictures are appropriate for the selection. 1563 D: 237 Illustrative Pictures 237 Civen one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.	005 003 007 003 000
two or more pictures are appropriate for the selection. 1563 D: 237 Illustrative Pictures 237 Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.	005 003 007 003 000
two or more pictures are appropriate for the selection. 1563 D: 237 Illustrative Pictures 237 Given one or more magazines and given a selection, the student locates one or more pictures that correspond to the selection.	005 003 007 003 000

Pictures	238	005 003 003	003 000
Given one or more magazines and give the student locates one or more pict correspond to the selection.	n a selection, ures that		
1564 D: 237			· ·
1			
2 3 4 5 6		·	
		·	
			1-1-1
1			
2 3 4 5 6		•	•
1 2 3 4 5 6			
-490	-		

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Sources of Information for Reports 259	005 003 008 001 000
Given a reference work, the student says its content and functions. Given a reference work, the student says its content and functions.	
	·
1565	
Sources of Information for Reports 259	005 003 008 002 000
Given a question, the student designates the reference work in which he would look up the answer. 3 *	
	
Sources of Information for Reports 259	005 003 008 003 000
Given a topic and given the Reader's Guide to Periodical Literature, the student locates an article on the topic. Compared to Periodical Literature Compared to Periodica	0031 0031 0001 0001
	·
1567	
Sources of Information for Reports 259	005 003 008 004 000
Given an entry from the Reader's Guide to Periodical Literature, the student says what information appears in the entry. A *	•

1568

USE EFFECTIVE STUDY PROCEDURES

005 004



Follo	wing Directions	257	005 004 001 001 000
	iven one or more tests with w he student follows the direct		
1569	utus Dimostians	257	005 004 001 002 000
1 G 2 * g 3 * f	wing Directions iven one or more homework ass iven one or more directions, ollows the directions and wri ssignment(s).	ignments and the student	
1570			
Follo	wing Directions	257	005 004 001 003 000
2 * d	iven one or more forms and gi irections, the student follow nd fills out the form(s).		
 	wing Directions	257	005 004 001 004 000
1 G	iven one or more tasks with whe student follows the direct	ritten directions,	
1572			
1572			

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Directions: Oral	009	005 004 001 005 000
Given one or more tests with oral directions. Given one or more tests with oral directions.	ections,	
1573 D: 257, 258		
Following Directions	257	005 004 001 005 000
Given one or more tests with oral directions. 3	ections,	
61		
1573 D: 009, 258		
Instructions in Sequence: Oral	258	005 004 001 005 000
Given one or more tests with oral directions. 3 * 4 * 5 * 6	ections,	
1573 D: 009, 257		
Directions: Oral	009	005 004 001 006 000
1 * Given orally directions for a game, the follows the directions. 3 4 5 6		· · ·
1574 D: 257, 258		
-494-		

Following Directions 257	005 004 001 006 000
Given orally directions for a game, the student follows the directions.	
2 * follows the directions. 3 *	
4 * 5 *	
6	
1574 D: 009, 258	·
Instructions in Sequence: Oral 258 0	005 004 001 006 000
1 Given orally directions for a game, the student	
2 * follows the directions.	
3 *	
5 *	
6	
į	
1574 D: 009, 257	
	25 201 201 202 200
Following Directions 257	005 004 001 007 000
Civen self-directed instructional materials and given directions, the student follows the	
3 * directions.	
4 * 5 *	
6	
1575	
Following Directions 257	005 004 001 021 000
Given self-directed instructional materials,	
2 * the student says how to use them.	
4 *	
5 *	
<u> </u>	
1576	
-495-	

Sources of Information for Reports	259	005 004 002 001 0
Given a topic, the student designates topic the student designates for a source of information on the top topic the student designates for a source of information on the top topic the student designates topic the student designates for a source of information on the top topic the student designates topic the student designate	the title	331 331 331 0
Sources of Information for Reports Given one or more reference sources,	259	005 004 002 002 00
Given one or more reference sources, writes a report using them. 3 * 4 * 5 * 6 *		
Sources of Information for Reports	259	005 004 002 003 00
Given instructions to do so, the student the titles of one or more sources of on a specified topic. Given instructions to do so, the student topic on a specified topic.	dent writes information	
1579		
1 2 3 4 5 6		



Skimming	260	005 004 003 001 000
Given a selection, the student read (self-timed) and then writes an out (self-timed) and then writes an out (self-timed) and then writes an out		
1580		
Skimming	260	005 004 003 002 000
Given a selection, the student skim (self-timed) and then writes its ma 4 * 5 * 6 *		
1581		
Skimming	260	005 004 003 003 000
Given a selection, the student skim (self-timed) and then designates it idea(s).		
1582		
Skimming Given a selection and given question the student skims (self-timed) the and then writes the answers. The student skims (self-timed) the and then writes the answers.		005 004 003 004 000
1583		
-49	7-	

			
Skir	nming	260	005 004 003 005 000
1 2 * 3 * 4 * 5 * 6 *	Given a selection and given a question the student skims (self-timed) the sele and then designates the answer.	about it, ction	
1584			
Skim	ming	260	005 004 003 006 000
2 *	Given a selection and given a question the student skims the selection silently locates the answer ("elf-timed).		
1585			
Skim	ming	260	005 004 003 007 000
	Given a selection, the student skims it and then designates its subject.	(self-timed)	
1586			
Skim	ning	260	005 004 003 008 000
1 2 × 3 * 4 * 5 * 6 *	Given a selection, the student skims it and then writes the subject.	(self-timed)	
1587			
~	-498-	•	

Skimming	260	005 004 003	009 000
Given instructions to do so, the student the functions of skimming. Given instructions to do so, the student the functions of skimming.			
1588			· · · · · · · · · · · · · · · · · · ·
Skimming	260	005 004 003	010 000
Given the word skimming, the student say its definition. 3 * 4 * 5 * 6 *			
1589	,	· · · · · · · · · · · · · · · · · · ·	
1 2 3 4 5 6	:		
		1	
1 2 3 4 5 6	.		
-/00			·

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Main Ideas		005 004 004 001 000
Given a selection, the student posts the sentence(s) containing the material states at the sentence of the sen	oints to ain idea.	
Main Ideas Given a selection, the student p	261	005 004 004 002 000
the paragraph containing the main to the main th		
1591 Main Ideas	261	005 004 004 003 000
Given instructions to do so, the the main idea of a selection. Given instructions to do so, the the main idea of a selection.		
1592		
Main Ideas Given instructions to do so, the designates the main idea of a se 3 * 4 * 5 * 6 *	261 e student election.	005 004 004 004 000
1593		

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Fac	cts and Details	262	005 004	004 005 000
1 2 *	Given instructions to do so, the student	writes		
3 *	the important facts from a selection.			
5 * 6 *				
0 *				
1594		T		
	ts and Details	262	005 004	004 006 000
1 2 *	Given instructions to do so, the student designates the important facts from a			
4 *	selection.			
5 * 6 *				
				,
1595				
1				
3				
5	•			
6				
			£,	
1				
1 2				
3				
5				
	F01		 	
RIC .	-501-			

Facts and Details	262	005 004 005 001 000
Given a selection and given the student designates the the the the student designates the the the the the the the the the the	a question about it.	
1596		·
Facts and Details Given a selection and given the student points to a sent the question. the question.	a question about it, tence(s) answering	005 004 005 002 000
1597		
1 2 3 4 5 6	,	
1 2 3 4 5 6	1	
C	-502~	

Summary Sentences and Paragraphs	263	 005	004	006	001	000
Given a selection, the student designates summary paragraph. Given a selection, the student designates summary paragraph.	its					
1598	- T					
Summary Sentences and Paragraphs 1 Given a selection, the student designates summary sentence(s). 3 * 4 * 5 * 6 * *	263	005	004	006	002	000
1599						
1 2 3 4 5 6	•					
3 4 5 6						
-503-		-				

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Reading Rate: Increase	264	005 004 007 001 000
Given a selection, the student design or more phrases. X	nates one	
1600 Reading Rate: Increase	264	005 004 007 002 000
Given a selection, the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads without subvocalizations (e.g. movements) height in the student reads height in the student reads without subvocalizations (e.g. movements) height in the student reads height in the student read	ents of	
Reading Rate: Increase Given a selection, the student reads	264 silently,	005 004 007 003 000
moving his eyes from left to right. use of an observer.)		
602 Reading Rate: Increase	264	005 004 007 004 000
Given a selection, the student reads silently, with no unnecessary movement finger pointing, head moving, etc.). use of an observer.)	nts (e.g.	

ERIC

Rea	ading Rate: Increase	264	005 004 007 005 000
1 2 * 3 * 4 * 5 * 6 *	Given selections, the student reads silently with decreasing fixations p (This objective requires the use of to record average fixations per line requires an observer.)	er lin es. a ch ar t	
1604			
	ding Rate: Increase	264	005 004 007 007 000
1 2 * 3 * 4 * 5 * 6 *	Given periodic practice in timed rea student increases his reading speed.	ding, the	
.1605			
1 2 3 4 5 6			
<u> </u>			
1 2 3 4 5 6			
9			
ERIC	-505-		

Reading Rate: Increase	264	005 004 008 001 000
Given two or more selections of di the student says which reading rat appropriate to each selection.	ifferent typ es, te is	
1606		
1 2 3 4 5 6		-
1 2		
3 4 5 6		•
1 2		
2 3 4 5 6		,
	506-	

Comprehension: Recall	265	005 004 010 001	000
Given instructions to do so and gi about the contents of a selection, designates the answer. 4 * 5 * 6 *			
1607 p: 266			
Recall Information	266	005 004 010 001	000
Given instructions to do so and gi about the contents of a selection, designates the answer. 4 * 5 * 6 * D: 265	the student		
Comprehension: Recall	265	005 004 010 002	000
Given instructions to do so and gi about the main idea of a selection designates the answer. designates the answer.	ven a question		
1608 D: 266			
Recall Information	266	005 004 010 002	000
Given instructions to do so and gi about the main idea of a selection designates the answer. 4 * 5 * 6 *	ven a question a, the student		

1608

D: 265

-507-

Comprehension: Recall	265	005 004 010 003 000
Given instructions to do so and concerning facts in a selection, designates the answer. designates the answer.		
609 1: 265 Recall Information	266	005 004 010 003 000
Given instructions to do so and concerning facts in a selection, designates the answer. A + + + + + + + + + + + + + + + + + +		
609 D: 265 Recall Information	266	005 004 010 004 000
Given a selection, the student of the for each topic covered and given by the report using only his key-word of the first terms	es (says) an oral	
610 Following Directions	257	005 004 010 005 000
Given instructions to do so, the a set of directions in their problems in the set of the	e student follows	
1611 D: 266	0	

	1						
Recall Information	266	į.	005	604	010	005	00
Given instructions to do so, the student a set of cirections in their proper sequence $\frac{3}{4}$ $\frac{*}{4}$ $\frac{*}{5}$ $\frac{*}{6}$ $\frac{*}{4}$		ows					
1611 D: 2 5 7	·	r					
Recall Information	266		005	004	010	006	0
Given instructions to do so, the student (says) a selection of prose or poetry. Compared to the student of t	recit	tes 					
Recall Information	266	•	005	004	010	007	0(
Given instructions to do so, the student a description of a specified event in a selection.	write	es					
Recall Information	266		005	004	010	009	
RECOTT THEOTHALION		ribes	TCOO	004]	010]	003]	00

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· · · · · · · · · · · · · · · · · · ·		
Recall Information	266	005 004 010 010 000
Given instructions to do so, the stude a description of a specified item in selection. Compared to the stude of the stu		
1615		·
Recall Information	266	005 004 010 011 000
Given instructions to do so, the stude orally (says) a specified item in a so 4 * 5 * 6 *		
1616	266	005 004 010 012 000
Recall Information Given instructions to do, the student orally (says) a specified character in familian selection. a t	describes	
Recall Information	266	005 005 010 013 000
Given instructions to do so, the stude a description of a specified character familiar selection. Compared to the stude of the stude	ent writes	
618		
-510		

Recall Information	266	005 004 010 014 000
Given instructions to do so, the studen a paraphrase or summary of a selection. A	t says	
Recall Information	266	005 004 010 015 000
Given instructions to do so, the studen a paraphrase or summary of a selection. A		
1620 Recall Information	266	005 004 010 016 000
Given instructions to do so and given a of events, the student designates those which are related to a selection he has be a selecti	events	
1621		
1 2 3 4 5 6		
	·	
-511-		

Adequacy of Information	267	005 004 011 001 000
Given a selection containing facts and or more conclusions, the student write whether or not the facts warrant the state of the state o	es about	
1622		
Adequacy of Information	267	005 004 011 002 000
Given a selection with a quotation at for the quotation, the student reference and writes about whether or quotation has been used out of context how.	es the r not the	
1623 Adequacy of Information	267	005 004 011 003 000
Given a selection and given a question its content, the student writes about information in the selection is adequated answer the question.	t whether the	
1624		
Adequacy of Information	267	005 004 011 004 000
Given statistical information and girmore conclusions, the student design conclusions are supported by the dat 5 * 6 *	ates which	
1625		
-512-		

Adequacy of Information	267 005 004 011 005 000
Given a selection expressing an opinion student writes about whether the author adequate use of fact and/or logic to su his opinion. 1	r made
16 26	·
Sources of Information for Reports	259 005 004 011 006 000
Given instructions to do so, the studen why it is undesirable to use one source type of source to obtain information.	
1627	s
Sources of Information for Reports	259 005 004 011 007 000
Given a topic for a discussion or a paper research report, the student locates the more sources of information on the topic to the state of the student locates the more sources of information on the topic to the state of the student locates the more sources of information on the topic to the student locates the student locat	hree or
Sources of Information for Reports	259 005 004 011 008 000
Given instructions to do so, the student the criteria to be used for choosing so of information for a specified ropic. 4 * 5 * 6 *	
1629	
-513-	

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Adequacy of Information	267	005 004 011 009 000
Given a selection containing fact or more conclusions, the student conclusions which are consistent	designates those	
630 1 2 3 4		
3 6 1		
2 3 4 5 6		
1 2 3 4 5 6		
	14-	

; ; ORGANIZE MATERIALS



		:
Sequence Information	268	005 005 001 001 000
Given two or more bibliographic entr student writes them in alphabetical 3 * 4 * 5 * 6 *	ies, the order.	
1631		
Sequence Information	268	005 005 001 002 000
Given two or more index entries, the writes them in alphabetical order. 3 * 4 * 5 * 6 *	student	
Sequence Information		005 005 001 003 000
Given three or more sentences in ran the student designates their order or in a paragraph. 4 * 5 * 6 *		005 005 001 003 000
Sequence Information	268	005 005 001 004 000
Given two or more items from a famil the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates their order of the student designates the student designat	iar selection, f occurrence.	
1634		
§ 444	-	

	·			1	•	
Sequence In	nformation	268	005	005	001	005 00
Given t	two or more events fro	m a familiar selection,				
the stu	dent designates their					
*	3					
*						
*						
*					•	
		C)				
·						
635						
		1000	005	005	001	00(0)
Sequence Ir	nformation	268	005	005	001	006 00
Cd	two or more historical	events the student				
* sequence	ces their chronologica	1 order of occurrence.				
sequent	ces cherr chronorogica					
*	•					
*						
*						
		>> \.				
636		• 7 ·•				
				_		
			005	005	001	007
Sequence In	nformation	268	005	005	001	007 0
			005	005	001	007 0
Given a	a selection and given	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a items i designa	a selection and given from it in order of oc	an incomplete set of	005	005	001	007 0
Given a items idesignation items is designated by the items is designated b	a selection and given from it in order of ocates missing item(s).	an incomplete set of currence, the student				· · ·
Given a items i designa	a selection and given from it in order of ocates missing item(s).	an incomplete set of	005	005	001	007 0
Given a items idesignation of the second of	a selection and given from it in order of ocates missing item(s).	an incomplete set of currence, the student				· · ·
Given a items item	a selection and given from it in order of ocates missing item(s). Information a selection and given	an incomplete set of currence, the student 268 an incomplete set				· · ·
Given a items item	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items item	a selection and given from it in order of ocates missing item(s). Information a selection and given	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items item	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items item	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items idesignated items idesided items idesignated items idesignated items idesignated items i	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·
Given a items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items it designate items	a selection and given from it in order of ocates missing item(s). Information a selection and given onts from it in order of	an incomplete set of currence, the student 268 an incomplete set of occurrence, the				· · ·

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Sequence Information 26	_					000
Sequence Information 26 Given two or more main ideas from a selection the student says them in a logical order. 640 1 2 3 4 5 6 5 7 8 6 6 7 8 7 8 8 8 8 8 8 8 8 8 8 8 8 8						
Given two or more main ideas from a selectic the student says them in a logical order. Given two or more main ideas from a selectic the student says them in a logical order. Given two or more main ideas from a selectic the student says them in a logical order. Given two or more main ideas from a selectic the student says them in a logical order.						
the student says them in a logical order. the student says them in a logical order. the student says them in a logical order.		005	005	001	010	000
640 1	•					
1 2 3 4 5 5 1 1 1 1 2 1 3 4 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
2						
2						
3						
3						a .
3		1	_	1		· T
	ī	لــــا	<u> </u>			·
	•					
-518-						

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Classification of Information	269	005 005 002 001 000
Classification of Information Given two or more classes (categories student designates members of the classes). (categories). (I.e. animals - cat, dog plants - catnip, dogwood) *	es), the	003, 003, 002, 001, 00
Classification of Information	269	005 005 002 002 00
Given two or more members of a class the student designates the class (can which they belong. (I.e. cat, dog - animals catnip, dogwood - plants)	s (category),	
Classification of Information	269	005 005 002 003 00
Given visually two or more items (estatements, data), the student designated as a logical system for classifying (cate them.	gnates a	
643		
Classification of Information Given two or more classes (categoric writes the names of two or more memory). Class (category).		005 005 002 004 00
644	519-	

Classification of Informat	Lon	269	005	005	002	005	000
Given two or more member the student writes two to which each one below cat: domesticated animals dog; domesticated animals	or more classes (c ngs, (I.e, cat - do nal - pet	ategories) g:					
12/5							
Classification of Informat	lon l	269	005	005	002	006	000
Given visually two or statements, data), the to classify them. 5 * 6 *	nore items (e.g. wo	rds,	[003]		002]	0001	000
1646			, , , , , , , , , , , , , , , , , , , 				
1				1			
		: 					·
1 2 3 4 5 6							
	-520-						

				-, , , , , , , , , , , , , , , , , , , 	
Summarizing	· _		270	005 005	003 001 000
1 Given a of it. 3 * 4 * 5 * 6 *	selection, the st	udent writes a	summary		
$\frac{2}{3}$ * of it.					
4 *					
6 *					
1647					•
Summarizing			1 270	005 005	003 002 000
	solection the at			<u> </u>	
1 Given a of it. 3 + 5 + 6 +	selection, the st	udent says a su	nunary		
4					
5 *					
1648					
Summarizing			270	U05 005	003 003 000
1 Given a	selection, the st	ident designates	+		
2 * summary.	selection, the sti	dent designates	s its		
3 *					
5 *				•	
0					
					•
1649					
Summarizing			270	005 005	003 004 000
				1500 1500	0031 0041 0001
Given ora	ally a lecture, thof it.	ne student write	es a		
3 *				•	
3 *					
6 *					
					•
1					
1650					
1650		-521-			

	
	005 005 003 005 000
says a	
	•
270	005 005 003 006 000
ent writes	
270	005 005 003 007 000
ent says a	
270	005 005 003 008 000
	
	270 ent writes 270 ent says a 270 ys a summary

		005 005 000 000
Summarizing	270	005 005 003 009 000
Given a film, the student says a summ 2 * 3 * 4 * 5 * 6 *	ary of it.	
1655		
Summarizing	270	005 005 003 010 000
Given a film, the student writes a sure of th	nmary of it.	
·		,
1656		
Summarizing	270	005 005 003 011 000
Given orally a play, the student write of it. 3 * 4 * 5 * 6 *	ces a summary	
1657		
Summarizing	270	005 005 003 012 000
Given instructions to do so, the study a summary of a personal experience. 3 * 4 * 5 * 6 *	dent writes	
1658		
-523-		

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Summarizing	270	00 5 , 005, 003	013 000
Given instructions to do so, to summary of a personal experient	he student says a		
* *			
* *			
			i.
 1			
659			
Main Ideas	261	005 005 003	014 000
Given a selection, the student idea(s).	writes its main		
1 tea(s).			
*			
1.*.			
660			
Main Ideas	261	005 005 003	015 000
Given a selection, the student main idea(s).	designates its		
1 *			
*			
<u>[] *]</u>			
661			, , ,

Outlining	271	005 005 005 001 000
Given a lecture, the student version from notes taken during the leading to the leading th	writes an outline	
1662		
Outlining	271	005 005 005 002 000
Given a selection, the student outline of it. 3 * 4 * 5 * 6 *		
Outlining	271	005 005 005 003 000
Given a topic, the student writer or oral report of the student writer or oral report or oral report of the student writer or oral report of the student writer or oral report of the student writer or oral report of the student writer or oral report of the student writer or oral report of the student writer or oral report of the student writer		
1664		
Outlining Given a selection and given to topics, the student writes two for each topic. The student writes two for each topic.	wo or more major o or more subtopics	005 005 005 004 000
1665		

-525-

			
Outlining	271	005 005 005 005 00	0
Civen a selection and given two or more topics, the student designates two or subtopics for each topic.	ore major r more		
1666			
Outlining	271	005 005 005 006 00	0
Given instructions to do so, the study a skeletal outline showing letters are and the way they are used in an outline of the skeletal outline showing letters are and the way they are used in an outline of the skeletal outline showing letters are and the way they are used in an outline of the skeletal outline showing letters are and the way they are used in an outline of the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are and the skeletal outline showing letters are also skeletal outline showing letters are and the skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are skeletal outline showing letters are also skeletal outline showing letters are also skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skeletal outline showing letters are skel	nd nu mbers		
0utlening	271	005 005 005 007 00	0
Given instructions to do so, the students about the uses and values of outlines aids. Given instructions to do so, the students about the uses and values of outlines aids. Given instructions to do so, the students about the uses and values of outlines aids.			
1668			
Outlining Given instructions to do so, the study the uses and values of outlines as study in the use of outlines as study in the use of outlines as study in the use of outlines as study in the use of outlines as study in the use of outlines as study in the use of outlines are study in the use of outlines as study in the use of outlines are study in the use of outlines ar	271 lent says sudy aids.	005 005 005 008 00	٥
1659			

	Outlining	271;	005 005 005 009 000
** *	Given a selection and given student designates whether fits the selection.	an outline, the or not the outline	
	1670 1 2 3 4 5 6 6		
	1 2 3 4 5		
	1 2 3 4 5 6		
ERIC Argument residency entry		-527-	

Data Representation	272	005 005	006 001 000
Given a set of data, the student designmost appropriate form (i.e. table, chadiagram, type of graph) for illustratidata.	irt,		
Data Representation	272	005 005 0	006 002 000
Given a set of data, the student draws to illustrate it.	a diagram .		
Data Representation	272	005 005 0	006 003 00
Given a set of data, the student draws to illustrate it.	s a graph		
1673 Data Representation	272	005 005	006 004 00
Given a set of data, the student draws to illustrate it.	s a chart	·	

Data Representation	272	005 005 006 006 000
Given a set of data, the student graph, a circle graph, and a line illustrate the same data. Given a set of data, the student graph, and a line illustrate the same data.		
1675		
Data Representation	272	005 005 006 007 000
Given a set of data, the student graph to illustrate it. Given a set of data, the student graph to illustrate it.	draws a bar	
1676.	,	
Data Representation	272	05 005 006 008 000
Given a set of data, the student graph to illustrate it. Given a set of data, the student graph to illustrate it. S * 4 * 5 * 6 *	draws a circle	
1677		
Data Representation	272	005 005 006 009 000
Given a set of data, the student graph to illustrate it. 3 * 4 * 5 * 6 *	draws a line	
1678		,54
	520	

kessarch: Footnotes and Bibliographies 273;	005, 005, 007, 001, 0
Given a research report which he has written, the student writes a bibliography for the sources used. * * * * * * * * * * * * *	
1679	
Research: Footnotes and Bibliographies 273	005 005 007 002 00
Given three or more books one student writes 2 * a bibliography for them.	
4 * 5 *	•
6 *	
	y
1680	
Research: Footnotes and Bibliographies 273	005 005 007 003 00
Given three or more magazines, the student writes a bibliography for them.	
4 * 5 *	•
6 *	
· .	
Research: Footnotes and Ribliographics 273	005 005 007 004 0
Research: Footnotes and Bibliographies 273	.•
Given three or more articles from periodicals, the student writes a bibliography for them.	
5 * 6 *	
1682	
-530-	

Re	search: Footnetes and Bibliographies 27	3	005	005	008	001	. 00
2 × 3 * 4 * 5 *	Given a research report or paper which he or written, the student writes footnotes where appropriate,	she has				-	<i>:</i>
الله الله							
		•			•		
1683			•	•			**
Re	search: Footnotes and Bibliographies 27	3	005	005	800	002	(00)
1. 2 * 3 * 4 * 5 * 6 * 6 *	Given one or more specific page references in one or more books, the student writes a foots for each page reference.	n note	n 1			,	•
1 684					**************************************		•
							· .
1 2 3 4 5 6			•. •.				
			· .				
1 2 3 4		 					:
5		***					*
		•					

				·
Tab	les of Contents: Construct	274	005 005 00	9 001 000
1	Given a magazine without a table the student writes a table of con	of contents, tents for it.		
	•			
1685				
Tab	le of Contents: Construct	274	005 005 00	9 002 000
1 2 * 3 * 4 * 5 * 6 *	Given a book without a table of c student writes a table of content	ontents, the s for it.		
		•		
1686				_
Tab	le of Contents: Construct	274	005 005 009	9 003 000
1 2 * 3 * 4 * 5 * 6 *	Given a collection of papers he of the student writes a table of concollection.	r she has written, tents for the		
1687				
1 2 3 4 5 6			LL	
			·	

READING IN CONTENT AREAS



READING IN LITERATURE



	7	
Titles, Authors, and Details	275	006 001 001 001 000
Given a passage from a familiar work, to student says the name of the author. Given a passage from a familiar work, to student says the name of the author. The student says the name of the author.	the	
1688	1075	
Titles, Authors, and Details Given a passage from a familiar work, student says the title of the work. Titles, Authors, and Details Given a passage from a familiar work, student says the title of the work.	<u> </u>	006 001 001 002 000
5 *		
Titles, Authors, and Details	275	006 001 001 003 006
Given a passage from a familiar work, student says the name of the object des	the	
690		
Titles, Authors, and Details Given a passage from a familiar work, student says the name of the character	275 the described.	006 001 001 004 00
691 -535-		

ERIC Full Text Provided by ERIC

Given a passage from a familiar work, the student says the name of the speaker. 1692 Titles, Authors, and Details Given a passage from a familiar work, the student says the name of the person to we speaker is talking. Given a passage from a familiar work, the student says the name of the person to we speaker is talking.	275	006 001 001 006 000
Titles, Authors, and Details Given a passage from a familiar work, the student says the name of the person to we speaker is talking. 1693	e	006 001 001 006 000
Given a passage from a familiar work, the student says the name of the person to we speaker is talking. 1693	e	006 001 001 006 000
1693 1693		
1 2 3		
3		· · · · · · · · · · · · · · · · · · ·
5 6		
		,
1 2 3 4 5 6		
-536-		

Characters and Characterization	276	006 001 002 001 000
Given the title of a familiar work, says the names of the main characters at the says the names of the main characters at the says the names of the main characters at the says the names of the main characters at the says the names of the main characters at the says the says the names of the main characters at the says the says the names of the main characters at the says the says the names of the main characters at the says the says the names of the main characters at the says the say	the student	
Characters and Characterization	276	006 001 002 002 000
Given the name of a character in a work, the student writes a character in a * * * * * * * *	familiar	
		•
Characters and Characterization	276	006 001 002 003 000
Given the name of a minor character familiar work, the student writes a character's importance to the work.	bout the	
696		
Characters and Characterization Given the name of a character from work, the student writes about how of the character are revealed in the state of the character are revealed in the state of the character are revealed in the state of the character are revealed in the state of the character are revealed in the state of the character are revealed in the state of the s	the traits	006 001 002 004 000
697		

ERIC Fronting by ERIC

Characters and Characterization	276	006	001 002	903 :0.
Given the name of a character from a work, the student writes reasons for actions of the character.				
Characters and Characterization	276	006	001 002	006 00
Given the name of a character from work, the student designates reasons specified actions of the character.	s for			
Characters and Characterization	276	006	001 002	007 00
Given the name of a character from work, the student writes reasons for attitudes of the character.				
00				
Characters and Characterization	276	006	001 002	008 00
Given the name of a character from work, the student designates reason specified attitudes of the characte * * * * * * * * * * * *	s for			
701	,			
-53				

Characters and Characterization	276	_006	001; (002: 009	<u>()()()</u>	
Given the names of two characters works, the student writes about and differences. 3 * 4 * 5 *						
1702			 -		ŗ - -	
Characters and Characterization	276	006	001] (002 010	000	
Given the names of two characters works, the student designates the and differences. 3 *						
Characters and Characteristics	276	000	001		000	
Characters and Characterization 276 006 001 002 011 000 1						
1704						
1 2 3 4 5 6		L	·	<u> </u>	•	



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Plot and Literary Structure 277 006 001 003 002 000			
Student writes a definition of the term.	Plot and Literary Structure	277	006, 001, 003, 001, 00)
1705	3 * student writes a definition of the	lot, the term.	
Plot and Literary Structure 277	5 *	·	
Plot and Literary Structure 277		·	
Civen a term used in the study of literary structure, the student writes a definition of the term. 1706 Plot and Literary Structure 277 006 001 003 003 000 Civen the name of a familiar work, the student writes a plot summary of it. 3 * 4 * 5 * 6 * * 1707 Plot and Literary Structure 277 006 001 003 004 000 Civen the title of a familiar work, the student designates the protagonist. Civen the title of a familiar work, the student designates the protagonist.		277	006 001 003 002 000
1706 Plot and Literary Structure 277 006 001 003 000 1 2 * * * * * * * * *	Given a term used in the study of 1 2 * 3 * the term.	iterary	000 001 005 002 000
Plot and Literary Structure 277 006 001 003 003 000 Civen the name of a familiar work, the student writes a plot summary of it.	5 *		
Given the name of a familiar work, the student writes a plot summary of it. 1707 Plot and Literary Structure 277 O06 O01 O03 O04 O00 Given the name of a familiar work, the student designates the protagonist. 3 * 4 * 5 * 6 * 1708			
2 *	Plot and Literary Structure	277	006 001 003 003 000
Plot and Literary Structure 277 006 001 003 004 000 Given the title of a familiar work, the student designates the protagonist.	2 * writes a plot summary of it. 3 * 4 *	the student	
Given the title of a familiar work, the student designates the protagonist. Given the title of a familiar work, the student designates the protagonist. The student designates the protagonist.			
designates the protagonist. designates the protagonist. 1708	Plot and Literary Structure	277	006 001 003 004 000
	orven the create of a familiar work,	the student	
	1700		

	· · · · · · · · · · · · · · · · · · ·	
Plot and Literary Structure	277	006 001 003 005 00
Given the title of a familiar work, says the name of the protagonist.	the student	•
1709		•
Plot and Literary Structure	277	006 001 003 006 000
Given the title of a familiar work, says the name of the antagonist. Given the title of a familiar work, says the name of the antagonist.	the student	
Plot and Literary Structure	277	006 001 003 007 000
Given the title of a familiar work, designates the antagonist. Given the title of a familiar work, designates the antagonist.	che student	006 001 003 007 000
1711	1000	
Plot and Literary Structure Given the title of a familiar work, designates the conflict in the work.	the student	006 001 003 008 000
712		
-541	-	

	1	
Plot and Literary Structure		006 001 003 009 000
Given the title of a familiar work writes about the conflict in the week of a familiar work writes a		•
1713		
Plot and Liverary Structure	277	006 001 003 012 000
Given the titles of two familiar we studert designates the similaritie differences of their plots, 4		
6 *		
1714		
Plot and Literary Structure	277	006 001 003 013 000
Given the titles of two familiar w student writes about the similarit differences of their plots. Given the titles of two familiar w student writes about the similarit differences of their plots.		•
	_	
1715		
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1 2 3 4		
5 6		
	542-	

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Set	ting	278	0 06	0 01	004	001	000	
1 2 *	Given the title of a familiar work, the student writes about its setting.	, , , , , , , , , , , , , , , , , , ,						
3 * 4 * 5 *			··					
6 *								
							٠.	
1716			· · · · · · · · · · · · · · · · · · ·		· · ·			
Set	ting	278	006	.001	004	0 02	000	:
1	Given the title of a familiar work, the student designates its setting.		 1		, , , , , , , , , , , , , , , , , , ,	•		
5 *			•				•	
						•	٠.	
		1			.			
1717	ting			- 1			 i	-
1	Given the title of a familiar work, the student designates the techniques the autuses to establish the setting.	chor			4			
1718			, , , , , , , , , , , , , , , , , , ,			;. 	. :	
1 2 *	Given the title of a familiar work, the student writes about the techniques the a uses to establish the setting.	278	.006	001	004	004	ana	
1719	-543-							
	네트 등 전 100 시간 1	ng Arting Sautoni (1995). San Tigat San Ti			rija Li			

						
Serting		278;	006,0	01 004	005	100
	n a term used in the study of settinent writes a definition of the term.	g, the				
1720		····				
Setting		2.78	006 0	01 004	006	000
	n a term used in the study of settinent designates a definition of the t					•
1721						
Setting		278	006 0	01 004	007	000
1 Giver	n the titles of two familiar works, ent designates the similarities and erences of their settings.					
	4	·				
1722						
Setting		278	006	01 004	800	000
2 * stude	n the titles of two familiar works, ent writes about the similarities an erences of their settings.					
1723						
1/23	-544-		·			

ERIC Foolded by ERIC

Rhyme, Rhythm, Assonance, Alliteration	279	006 001	005 001	0ეა
Given instructions to do so, the studer writes two or more rhyming words.	nt			
5 * 6 *				
724				
Rhyme, Rhythm, Assonance, Alliteration	279	006 001	005 002	000
Given a poem, the student designates the effects of its rhyme. 3 * 4 * 5 *	ne			
6 *				
T7 2 5				
Rhyme, Rhythm, Assonance. Alliteration	279	006 001	005 003	000
Given a poem, the student designates to more words that rhyme. 3 * 4 * 5 * 6 *	wo or			
.726				,
Rhyme, Rhythm, Assonance, Alliteration	279	006 001	005 004	000
Given a poem, the student designates in rhythmic patterns.	rregular			
4 * 5 * 6 *				
	•			
1727				

							•	•		1
	Rhy	ome, Rhythm, Assonance, Alliteration	279		006	001	005	005	000	
	1	Given a poem, the student designates reg	ular		•					
:	2 * 1	rhythmic patterns.	,							
	4 *				1.00					
	5 * 6 *			,						
	1728			•	. ,					
	Rhy	vme, Rhythm, Assonance, Alliteration	279		006	001	005	006	000	
	1	Given a poem, the student writes about t	he							
i	2 *	author's use of rhyme.		##******	· · ·					
	4 *									
	5 * 6 *									
			•							
			•							
`	1729		·				· · · ·			
	Rhy	yme, Rhythm, Assonance, Alliteratio	279		006	001	005	007	000	1 .
	1	Given a poem, the student writes about t	:h e	ø						
	2 *	author's use of assonance.								
	4 *			***				•		
	6 *								-	
-							•			
	٠.				•					• •
į			-		ye al	•				
	1730		· · ·		, 	- _T			· · · · · · · · · · · · · · · · · · ·	
	Rhy	ome, Rhythm, Assonance, Ailiteration	279		006	001	005	008	000	
	1 2	Given instructions to do so, the student		,						
}	2 * 3 *	writes one or more examples of assonance				•				
	4 * 5 *				٠.					
-	6 *		•		•					
ľ	•									
					*nh					
-				•		•		• .		
-	1731									
		-546-				45	•		*	÷

		_						
Rhyme, Rhythm, Assonance,	Alliteration	279		006	001	005	009	000
Given a poem, the student	ent designates the			•	•		·	
2 * effects of assonance i	n. the poem.							
3 x 4 x								
5 *								
6 *			.1.			•		*
-	٠.			,			-	
			4		•			
-	o ·	, ,	΄.	•				
1732			,		<u>.</u>			
Rhyme, Rhythm, Assonance,	Alliteration	279	·	006	001	005	010	000
Given a poem, the stude	ent designates o ne	or						
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$								•
4 *						٠.		
5 * 6 *	,			;	•			
	•							
1733								
 				226		205	011	000
Rhyme, Rhythm, Assonance,	Alliteration	279		006	001	005	011	000
Given a poem, the stude author's use of alliter	ent writes about th	ie .	•		•			
3 *	Lacton,						:	
4 * 5 *						·		
6 *		•						
						ě		
					•	•		•
		•		• • •				
1734		•						
Rhyme, Rhythm, Assonance, A	Alliteration	279	•	006	001	005	012	000
								
Given instructions to c 2 * writes one or more exam		on.	•					r e
3 *				1				
5 *			• •					
6 *		<u>~</u>					,	
							•	
						~	<u>.</u> . •	• . •
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1735								:
	-547							

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		1							
Rhy	ome, Rhythm, Assonance, Alliteration	279		006	001	005	013	000	į
1 2 x 3 x 4 x	Given a poem, the student designates the alliteration in the poem,								ī
5 * 6 *		ï f	<u></u>	٠		, s			
								. (3	
1736		, -,				 	· .	·····	
Rhy	ome, Rhythm, Assonance, Alliteration	279		006	001	005	014	000	,
1 2 * 3 *	Given a poem, the student designates the effects of the alliteration in the poem.						.··	·	
4 * 5 * 6 *								•	
			•	. `			•		
1737									
		, - T		!!	1	. 1			
Chr	conological Techniques	280		006	001	005	022	000	
1 2 3 *	Given the title of a familiar work, the designates the effects of a specified chronological technique used by the authors.	studen	t	006	001	005	022	000	
1 2	Given the title of a familiar work, the designates the effects of a specified	studen	it	006		005	022	000	
1 2 3 * 4 *	Given the title of a familiar work, the designates the effects of a specified	studen		006		005	022	000	•
1 2 3 * 4 *	Given the title of a familiar work, the designates the effects of a specified	studen	t.	006	001	005	022	000	
1 2 3 * 4 * 5 * 6 * 1738	Given the title of a familiar work, the designates the effects of a specified	studen	t	006	001	005	022	000	
1 2 3 * 4 * 5 * 6 * 1738 Chr 2 3 *	Given the title of a familiar work, the designates the effects of a specified chronological technique used by the authors.	studen or.							
1 2 3 * 4 * 5 * 6 * 1738 Chr 2	Given the title of a familiar work, the designates the effects of a specified chronological technique used by the authorized conclogical Techniques Given the title of a familiar work, the student designates the chronological techniques	studen or.							
1 2 3 * 4 * 5 * 6 * 1738 Chr 2 3 * 4 * 5 * 6 * 6 *	Given the title of a familiar work, the designates the effects of a specified chronological technique used by the authorized conclogical Techniques Given the title of a familiar work, the student designates the chronological techniques	studen or.							
1 2 3 * 4 * 5 * 6 * 1738 Chr 2 3 * 4 * 5 * 5 * 6 * 6 * 6 * 6 * 6 * 6 * 6 * 6	Given the title of a familiar work, the designates the effects of a specified chronological technique used by the authorized conclogical Techniques Given the title of a familiar work, the student designates the chronological techniques	studen or.							

Point of View	282	006 001 005 024 000
Given the title of a familiar wor student writes about the author's narrator's point of view.	k, the use of the	
2 × × × × × × × × × × × × × × × × × × ×		•
740		
Point of View	282	006 001 005 025 000
Given the title of a familiar wor student designates the effects of point of view.		
Point of View	282	006 001 005 026 000
Given the title of a familiar wor student writes about the narrator view.		
742		
Point of View	282	006 001 005 027 000
Given the title of a familiar work student designates the point of work narrator.		
743		

		7			i				
De	viations from Common Verbal Patterns	283		006	001	005	028	000	:
1	Given a passage from a familiar work, the	e.	•	٠				•	•
3 *	student designates syntactically deviant						•		
4 *	sentences,							•	
5 *		•	•						
6 *		•	•		**				
					•				
						•			
1744				••		-			
Des	viations from Common Verbal Patterns	283		006	001	005	029	000	
		•	•	1 0001	-001	0051	0231	000	
$\frac{1}{2}$	Given a passage from a familiar work, the student designates sentences which deviate	e .			•				
. 3	from standard construction.	ce							********
4 *				•.					
6 *		•							
.			• .						
ĺ				,				•	
1745			•	٠.		•	•		٠.
		1		,	 1	- 			
Dev	viations from Common Verbal Patterns	283		006	001	005	030	000	•
1	Given a passage from a familiar work, the	2		* *			•		
2 *	student designates the effects of deviation standard syntax.	ions							•
4 *	Trom Standard Syntax.								•
5 *			<u> </u>						
617					:	•			
		•				•			•
1746									
Dev	viations from Common Verbal Patterns	283		006	001	005	031	000	
			•						
2								:	
	Given a passage from a familiar work, the student designates the effects of deviati			,		•	•	:	
3 *	Given a passage from a familiar work, the student designates the effects of deviation standard sentence mechanics.					. 1			
3 * 4 *	student designates the effects of deviati								
3 *	student designates the effects of deviati				•				
3 * 4 * 5 *	student designates the effects of deviati								
3 * 4 * 5 *	student designates the effects of deviati								
3 * 4 * 5 *	student designates the effects of deviati								
3 * 4 * 5 *	student designates the effects of deviati								

			-
Deviations from Common Verbal Patterns	283	006 001 00	05 032 000
Given a selection from a familiar work student writes about the effects of de from standard syntax. Given a selection from a familiar work student writes about the effects of de from standard syntax.			
748 Deviations from Common Verbal Patterns	283	006 001 00	05 033 000
Given a selection from a familiar work student writes about the effects of definition from standard sentence mechanics.			
5 *	·		•
749		`` -	
Literary Devices & Techniques: Definition	s 281	006 001 00	05 034 000
Given a term used in the study of lite devices and techniques, the student wordefinition of the term.			
750			
Literary Devices & Techniques: Definition Given a term used in the study of lite devices and techniques, the student de a definition of the term.	erary	006 001 0	05] 035] 00
<u>5 ★</u>			
751		,	

Pl	ot and Literar	y Structure			277		006	001 00	5 037	000
1 2 * 3 * 4 *	Given severa student writ comparing th	al books by the about the different	the same e author ^t books,	author, s style	the by					
5 * 6 *				•			•			•
	-			-						· .
1752			· -							. •
3 4										•
5	1		· .			ø				e
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			<u> </u>					:		
1 2 3 4 5 6										
									J	
						<u>·</u>				
1 2 3 4 5										
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Met	aphors, Similes, Figures of Speech	- 284		006	001	006 00	0
1 2 * 3 * 4 *	Given the title of a familiar work, the student designates the effects of specifiqures of speech found in the work.	iea					
5 * 6 *		·					
			•	. • *	• .		•
1753	c						
Meta	aphors, Similes, Figures of Speech	284		. 006	001	006 002	000
1 2 x 3 x 4 x	Given the title of a familiar work, the student designates specified figures of speech found in the work.	,		•	• •	•	
5 % 6 %						<u></u>	
		:					
1754	phone G. I. Prince S. G. I.	004		Taarl		00/ 000	1
	aphors, Similes, Figures of Speech	284		006	001	006 003	000
1 2 * 3 * 4 *	Given instructions to do so, the student writes one or more metaphors.	• .					•
5 * 6 *		jike .					
		•		•			
1755		· .		·			· · · · · · · · · · · · · · · · · · ·
Meta	phors, Similes, Figures of Speech	284		006	001	006 004	000
2 *	Given the title of a familiar work, the student designates the effects of specifi metaphors found in the work.	.ed	•		**		
4 * 5 * 6 *							
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1756				· .		· · · · · ·	
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	310	tankana Cimilas Riama Ca	20/		0 0 6	0 01	006	0 0 5	000	
	116	taphors, Similes, Figures of Speech	284	- ,	(100)	001	0001	003	000	
							•		. •	
		Given the title of a familiar work, the	•							
	2 *	student designates metaphors found in the						-		
	3 *	work.	-					**		
	4 *	WOLK.								
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	5 *									
	6,*			•						
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		•					-	•		
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	1				-					
	1757			_					•	
			-		· ·					
	Mo	taphors, Similes, Figures of Speech	284		006	001	006	. 0 06	00 0	
	116	capitors, Simires, rightes of Speech	, 204		000		0001	. 000	000	
			•		• .				. •	
	1	Given instructions to do so, the student						٠.	:	
	2 *	writes one or more similes.								
	3 * 1									
	4 *									
	5 *				٠.					
				V	ı <i>'</i> '	I,		•		
:	6 *			,		. '				
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	1				1		٠.			
	1.758					•				
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	lle	taphors, Similes, Figures of Speech	284	,	006	0 0 1	. 0 0 6	007	0 0 0	
	Me	taphors, Similes, Figures of Speech	284		006	0 0 1	. 0 0 6	007	0 0 0	
	1.		284		006	0 0 1	. 0 0 6	007	000	
	1	Given the title of a familiar work, the	<u> </u>		006	0 0 1	. 0 0 6	007	0 0 0	
	1 2 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 *	Given the title of a familiar work, the	<u> </u>		006	001	. 0 0 6	007	0 0 0	
	1 2 * 3 * 4 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	.0 0 6	007	000	
	1 2 * 3 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	0 0 6	007	000	
	1 2 * 3 * 4 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 * 6 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	. 0 0 6	007	000	
	1 2 * 3 * 4 * 5 *	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	.006	007	000	
	1	Given the title of a familiar work, the student designates the effects of specificianiles found in the work.	ied							
	1	Given the title of a familiar work, the student designates the effects of specif	<u> </u>		006	001	0 0 6	007	000	
	1 2 * 3 * 4 * 5 * 6 * 1.759 Me	Given the title of a familiar work, the student designates the effects of specificianiles found in the work. taphors, Similes; Figures of Speech	ied							
	1 2 * 3 * 4 * 5 * 6 * 1.759 Me	Given the title of a familiar work, the student designates the effects of specificianiles found in the work. taphors, Similes; Figures of Speech Given the title of a familiar work, the	ied							
	1 2 * 3 * 4 * 5 * 6 * 1.759 Me 1 2 *	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1 2 * 3 * 4 * 5 * 6 * 1.759 Me	Given the title of a familiar work, the student designates the effects of specificianiles found in the work. taphors, Similes; Figures of Speech Given the title of a familiar work, the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							
	1	Given the title of a familiar work, the student designates the effects of specific similes found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the work.	ied							
	1	Given the title of a familiar work, the student designates the effects of specific similes found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the work.	ied							
	1	Given the title of a familiar work, the student designates the effects of specifications found in the work. Staphors, Similes; Figures of Speech Given the title of a familiar work, the student designates similes found in the	ied							

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	Sym	nbolism	285		006	001	006	015	000
	1 2 * 3 * 4 4 *	Given the title of a familiar work in theme is represented symbolically, the writes about the symbolism.	n which th ne stude n t	le :		· · ·	u s m		
	4 * 5 * 6 *								
	17(1)							•	
	1761 Sym	nbolism	285	•	006	001	006	016	000
	1	Given the title of a familiar worl in conflict is represented symbolically, student writes about the symbolism.	which th	e	0001			0101	
	1762				·				
	Sym	bolism	285		006	001	006	017	000
	1 2 * 3 * 4 * 5 * 6 *	Given the title of a familiar work in theme is represented symbolically, the student designates the symbolism.	which th	e .	-				
-	1663								
+		h-14				001	004	210	222
	Symt 1	Given the title of a familiar work in conflict is represented symbolically student designates the symbolism.	which th	e	006	001	006	018]	000]
					•				

	Figurative and Literal Language: Written	189		006	001	006	019	000
				000	001		.:	000
	2 * language, the student writes a definiti	acive Lo n of		•	•			•
	3 * the term,			•				
	5 *							
	6 *							
						•	•	
		•			•			
	1765 D: 284	• .		٠			•	
	Metaphors, Similes, Figures of Speech	284		006	001	006	019	000
	Given a term used in the study of figur	ative	•					
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	lon of						
	4 x							
	5 * 6 *	٠,				* ,		
		at .				•		
			•					
	1765 D: 189				٠ .		٠.	
1		1		_ 				
	Symbolism .	285		006	001	006	020	000
	Symbolism 1 Given a term used in the study of symbo	lism, t	he	006	001	006	020	000
	Symbolism .	lism, t	he	006	001	006	020	000
	Symbolism 1 Given a term used in the study of symbolism student writes a definition of the term	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbol student writes a definition of the term of the ter	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbols student writes a definition of the term of the te	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbolism student writes a definition of the term of the	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbols student writes a definition of the term of the te	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbols student writes a definition of the term of the te	lism, t	he	006	001	006	020	000
	Symbolism Given a term used in the study of symbols student writes a definition of the term of the te	lism, t	hė	006	001	006	020	000
	Symbolism Given a term used in the study of symbols student writes a definition of the term of the te	lism, t	hė	006	001	006	020	000

Tone, Diction	, and Usage		286		006	001	007	001	00
Given the student w	title of a far rites about the	niliar work, tone of the	the work.			_			
5 * 6 *									
	·								
1767		·	· · · · · · · · · · · · · · · · · · ·						
Tone, Diction	, and Usage		286		006	001	007	002	00
2 * student de	title of a famesignates the transfer to establish	echniques us							
6 *									
					•				
			,					•	
.1768			 1 - 1	-	T		- 1		
Tone, Diction,			286	L	006	001	007	003	00
2 * student de	title of a fam esignates its t	iliar work, one.	the			٠	•		
3 * 4 * 5 *	•		٠		٠				
6 *		• .			r e -	,,,mar 3 4 -			
	·						• •		
1769	· 		· 1 · ·	- -	1	·		—т	
Tone, Diction,	and Usage		286	L	006	001	007	004	00
Given the student wr the author	title of a fam tites about the	iliar work _{set} diction used	he by						
5 * 6 *									
			:						ı
				•					
1770	• •					÷	•		

	i -		 					
Tone, Diction, and Usage	286		006	001	007	005	000	•
Given a term used in the study of diction student writes a definition of the term, 3 * 4 * 5 * 6 *	n, the	2			·			
1771	1 1		1 1	· · · · · ·			—т	
Tone, Diction, and Usage	286		006	001	007	006	00 C	
Given a term used in the study of usage, student writes a definition of the term. Given a term used in the study of usage, student writes a definition of the term. Student writes a definition of the term.	the				•		•	•
					•			
1772								
	1 1		 		- 1	·		
Tone, Diction, and Usage	286		006	001	007	007	000	
Given a term used in the study of tone, to student writes a definition of the term. Given a term used in the study of tone, to student writes a definition of the term. Given a term used in the study of tone, to student writes a definition of the term.	the	. ·						
1773		· · · · · · · · · · · · · · · · · · ·						•
Tone, Diction, and Usage	286		006	001	007	008	000	_
Given a passage from a familiar work, the student writes about the effects of the author's use of diction. Compared to the student writes about the effects of the author's use of diction.			<u> </u>	<u> </u>			0001	
					·			
1774								

	·							
Lite	erary Themes	287		006	001	008	001	000
3 *	Given the title of a familiar work, the about the theme of the work.	student	writes					
4 *			. :					
6 *								
1775								
	erary Themes	287		006	001	008	002	000
1 2 * 3 *	Given the title of a familiar work, the designates the theme of the work.			_ 			·	
4 * 5 * 6 *							٠	
				,				
1776			. •					
 	erary Themes	287		006	001	008	003	000
1 2 *	Given the title of a familiar work, the about the means by which the author est develops the theme of the work.	e student				— ;∡		
1777								
1777	rary Thomas	225	·		00-			000
	Circum the stale of a familiar and the	287	i	006	001	008	004	000
2 *	Given the title of a familiar work, the designates the techniques used by the a to establish the theme of the work.				,	•		
5 * 6 *		·				•	•	
								•
1778	-559-					·		

Literary Themes Given the titles of two familiar works, twrites about the similarities and different their themes, their themes, k to be a constant to the constant their themes, k to be a constant to the constant their themes, k to be a constant to the constant to	the stences	udent				•	
 							
			•		•		
1779		· · · · · · · · · · · · · · · · · · ·					
Literary Themes	287		006	001	008	006	000
Given the titles of two familiar works, to designates the similarities and the difference their themes.	t he s	tudent es in	₂ − ₁₂ − 2 − 2 − 2 − 2 − 2 − 2 − 2 − 2 − 2 −	1			
5 * 6 *	-						
1780							
$\frac{1}{2}$,				٠.
5 6							
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1 2 3 4				·			·
5 6							

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Genres of Literature	288	006	001	009	001	000
Given a term used in the study of genre, designates a definition of the term 3 *	the student	•				
1781		e * .				
Genres of Literature	288	006	001	009	0 02	000
Given a term used in the study of genre, writes a definition of the term. 3 * 4 * 5 * 6 *	the student	٠.				
1782						
Genres of Literature	288	006	001	009	003	00
Given the name of a literary form, the state of the state	cudent lesigna	tes			·	
1783		 	 1	- 1	<u> </u>	
Genres of Literature	288	006	0 01	009	004	00
Given the name of a major literary genre designates forms within the genre. Given the name of a major literary genre designates forms within the genre.	the student					•
1784		*				

-561-

Genres of Literature	288	<u> </u>	3.70		009		300
Given the name of a literary genre, the designates one or more examples.	student.						
* *							
*							
					•		
785							
Genres of Literature	288		006	001	009	006	000
Given instructions to do so, the studen	t designat	es '					
the major literary genres.	c 4001gac						
*							
* *							•
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786	 				<u> </u>		
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Va1	ues Expressed in Literary Works	289		006	001	010	001	000
1 2 * 3 * 4 4 * 5 *	Given the title of a familiar work, the about the author's expression of values.		: writes					
6 *								
1787							•	
Va1	ues Expressed in Literary Works	289		006	001	010	002	000
1 2 * 3 *	Given the title of a familiar work, the his opinion of the author's values.	student	writes					
4 * 5 * 6 *						•		•
·								
1788							·	
Val	ues Expressed in Literary Works	289		006	001	010	003	000
1 2 * 3 *	Given the title of a familiar work, the his opinion of the author's theme.	student	writes					
4 * 5 * 5 ×		ſ						
789								
	ues Expressed in Literary Works	289		006	001	010	005.	000
2 *	Given the title of a familiar work, the about the means by which the author expravalues.	student					· · ·	
* *								
	• .							
			4					
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READING IN THE SOCIAL SCIENCES

									т т					
	Soc	ial Scienc	e Vo cabu	lary_			290	<u> </u>	006	002	001	001	000	
1 2		Given a t	te r m used es its de	in the finition	social	sciences,	the	student						
3 4 5	* *							•						
	*													
						•							•	
						i i i i i i i i i i i i i i i i i i i		•		•				
1.79	91	,	•			_	_			_				-
		ial Scienc	ce Vocabu	lary			290		006	002	00 !	002	000	
1 2 3	*	Given a t			social	sciences,	the	student					-	
4 5	*													
6	*													
	92													
117	721													
1		ial Scienc	ce Vocabu	lary			290		006	002	001	003	000	
1		Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3	Soc.		term used	in the	social	sciences,			006	002	001	003	000	
1 2	Soc	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3	Soc.	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3	Soc.	Given a	term used	in the	social	sciences,			006	002	001	003	000	•
1 2 3	Soc.	Given a	term used	in the	social	sciences,				002	001	003	000	
1 2 3	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	•
1 2 3 4 5 6 17°	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006	002	001	003	000	
1 2 3 4 5 6	* * * *	Given a	term used	in the	social	sciences,			006		001	003	000	

ERIC

Full Text Provided by ERIC

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Current Controversy	292		006	002	003	001	000
Given one or more selections discussing problem or event (e.g. magazine article the student designates possible outcome consequences.	es, edit	torials),					
5 *					•		
•							
						٠	
794	200		006	002	003	002	000
Current Controversy	292	J	[006]	002	003	002	
Given one or more selections discussing problem or event (e.g. magazine article the student writes about possible outcomes consequences.	es, edit	torials),			•		
5 * 6 *							•
				•			
•							
795			 	.	- 1	1	
Current Controversy	292]	006	002	003	003	000
Given one or more selections discussin problem or event (e.g. magazine articl the student designates what in his opi most favorable outcome.	es, edi	torials),	e	•	·		
<u>6</u> *	•	•					
 -					•		
796					6.5.5	001	005
Current Controversy	292	1	006	002	003	004	000
the student writes what in his opinion most favorable outcome.	es, edi	torials),		•			
problem or issue (e.g. magazine articles) the student writes what in his opinion	es, edi	torials),	·	•			
problem or issue (e.g. magazine article the student writes what in his opinion most favorable outcome.	es, edi	torials),		•			
problem or issue (e.g. magazine article the student writes what in his opinion most favorable outcome.	es, edi	torials),					
problem or issue (e.g. magazine article the student writes what in his opinion most favorable outcome.	es, edi	torials),					

Legal Selections	291	006	002	004	001	000
Given visually a legal selection (e.g. or amendment to the Constitution), to its practical implications or applications of applications.	he student designa	ates				
6 *	.					
	·					
1798		· ·	-			
Legal Selections	291	006	002	004	002	000
Given visually a legal selection (e.g. or amendment to the Constitution), the about its practical implications or a	ne student writes					. ·
5 _* 6 *	. ,					
1799	· 	_				
1 2	:					
3			ě		•	
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	wont Controvo	202	006	002	005	002 00
Cur	rent Controversy	292	006	002	003	002 00
1 2 3 * 4 * 5 *	Given one or more selections discussing problem or issue (e.g. magazine articular the student writes a solution to the	les, editorials)	,		٠.	
6 *						·
	•	•			•	
1800					 	
Cur	rrent Controversy	292	006	002	005	003 00
1 2 3 * 4 * 5 * 6 *	Given an article which proposes a solurrent problem or issue, the student why he agrees or disagrees with the a solution.	writes				
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1 2						
1 2 3 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
1 2 3 4 5						
5						
5						

Given a and give situation and diff	selection on a n a selection n, the student	urrent Problems historical eve on a similar cu designates the	nt or sit rrent eve	nt or .	006 00	2 006	001	000
1802 Historical S	olutions and C	urrent Problems	293		006 00	2 006		000
Given a and given	selection on a n a selection n, the student	a historical ev on a similar cu writes about t	ent or si	nt or				
1803								
1 2 3 4 5		•						
				·	<u> </u>			
1 2 3 4 5								
6								
	,	-569-				<u> </u>		`

READING IN SCIENCE



				_			$\overline{}$	
Science Vocabulary			294		006	003	001	001
Given a term used definition,	in science,	the student	desi	gnates i	ts		•	
4 * 5 * 6 *								
<u> </u>								
						:		
804								
Science Vocabulary			294		006	003	001	002
Given a term used definition.	in science,	the studen	writ	es its				
4 _*						٠.		
5 *					.			
	•							•
-05		-						
805 Science Vocabulary			294		006	003	001	003
Given a term used definition.	in science,	the studen	says	its				
5 ×								
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806						· - }	· ·	•
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1 2 3 4						·]		
1 2 3 4 5						,		
1 2 3 4 5 6 1								

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Exp	erimental Procedures and Observations 295	006	001	.003	001	000
1 2 3 *	Given a selection reporting an experiment, the student designates the procedures.					
4 * 5 * 6 *	•		:			•
						a.
1807						
Ехр	rimental Procedures and Observations 295	006	003	003	002	000
1 2 3 * 4 *	Given a selection reporting an experiment, the student designates the observations.					
5 * 6 *						
1808						
						;
1 2						
3 4 5					•	
						
1 2 3		-				
2 3 4 5 6						
						•
					•	
	-572-					

Sci	ence: Cause and Effect Relationships	296	006	003	005	001	000
1 2 3 * 4 *	Given a selection about a physical or bi in which causes are implied, the student causes.						٠
5 * 6 *	•		•				
	•						
1809		1		- 1			
	ence: Cause and Effect Relationships	296	006	003	005	002	000
1 2 3 *	Given an explanation of a natural phenomedesignates whether it is based on supers science.						
5 * 6 *			•	ű			
	•						
						٠	
1810						·	
Sci	ence: Cause and Effect Relationships	296	006	003	005	003	000
1 2 3 * 4 * 5 * 6 *	Given a selection about a physical or bi in which the effects of a cause are impl designates the probable effects.						
1811		_					
	ence: Cause and Effect Relationships	296	006	003	005	004	000
1 2 3 * 4 * 5 * 6 *	Given a selection about the technologica a scientific discovery, the student desi and/or possible effects.					•	
1812						•	,

-573-

Sci	ence: Cause and Effect Relationships	296	006 003	005 006 000
1 2 3 * 4 *	Given two or more selections and given an experiment, the student designates a precoutcome of the experiment based on the se	n incomplete diction of the		
4 * 5 * 6 *				
1813				
1 2 3 4 5	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	
5 6				
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1 2 3 4				
5	•			
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1 2 3 4 5				
6				
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. Hypothasis: Theory or Scientific Law	297 006 003 006 001 000
Given a statement, the student designates a theory, or a scientific law.	it as a hypothesis,
4 * 5 * 6 *	
	· ·
1814	
Hypothesis: Theory or Scientific Law	297 006 003 006 002 000
Given two or more statements, the student which are hypotheses.	designates those
4 * 5 * 6 *	
	. •
1815	
Hypothesis: Theory or Scientific Law	297 006 003 006 003 000
Given two or more statements, the student which are theories.	designates those
4 * 5 * 6 *	
1816	
Hypothesis: Theory or Scientific Law	297 006 003 006 004 000
Given two or more statements, the student which are scientific laws. 3 * 4 *	designates those
5 * 6 *	
1817	
	

Hypothesis: Theory or Scientific Law	297	006	003	006	005	000
Given an article on recent scientific word designates the hypothesis in the article			·			
5 * 6 *						
1818					·	
1 2 3						
5 6						,
						
1 2 3				1		
<u> </u>						
1 2 3 4 5 6						
-576-						

			·		·			
Sci	entific Problems and Applications	298	j	006	003	007	001	00
2 3 *	Given an article about recent scientific designates practical applications.	work	, the stu	ıdent				
4 * 5 *								
6 *							. ,	
					-			
1819								
Sci	entific Problems and Applications	298		006	003	007	002	0
1 2 3 * 4 * 5 * 6 *	Given instructions to do so, the student possible solutions to specific current prothe basis of previous readings in science	roblem	gnates ns on			·		
1820							-	•
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1 2 3 4 5 6								
								
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1 2							•	
3 4 5								
6								
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READING IN MATHEMATICS



Mat	hematics Vocabulary	. · · 	299	.00	6 004	001 00	000
1 2 3 *	Given a term used in its definition.	mathematics, the	e student de	signates			
4 * 5 * 6 *							
						*	
1821							
Mat	hematics Vocabulary		299	00	6 004	001 00	000
1 2 3 *	Given a term used in its definition.	mathematics, the	student wr	ites			
4 * 5 * 6 *	•	٠.	,				
			•				
1822							
	nematics Vocabulary		299	000	6 004	001 00	000
2 3 * 4 * 5 * 6 *	Given a term used in a its definition.				٨		
			•		•		
1823							
2023							
1							
3							
5							
6							
				,		•	
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Mathematics: Word Problems	300	•	006	004	002	001	00
Given a word problem in mathematics the number sentence that leads to 1 problem.							
4 * 5 * 6 *		·	, ·		;		٠
1824	,						
Mathematics: Word Problems	300		006	004	002	002	00
3 * 4 * 5 * 6 *						ě	
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1825							
Mathematics: Word Problems	300		006	004	002	004	00
Given a word problem in mathematics designates the procedures for solving the second s		nt .			•		
.826 Mathematics: Word Problems	300		006	004	002	005	00
Given a word problem in mathematics information, the student designates necessary for solution of the problem in mathematics information, the student designates necessary for solution of the problem in mathematics in formation in formation in mathematics in formation in form	s with extra						
							•

Mathematics Concepts: Applications	301		006	004	004	001	000
Given a selection explaining a mathemat process or principle, the student write concept or process or principle can be to solve mathematical problems.	ical co	oncept or the		·			
6 *	•						
1828							
Mathematics Concepts: Applications	301		006	004	004	002	000
Given a selection explaining a mathemat process or principle, the student design applications of the concept or process daily life. Compared to the concept of the conce	nates y	practical					
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